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ABSTRACT

This teacher's guide is designed for use in providing secondary and postsecondary students in office occupations education programs with an introduction to office duplication practices. Addressed in the individual units of the guide are the following topics: orientation to classroom policies; classroom safety; grooming, hygiene, and nutrition; human relations; job application and interview; job success; and youth leadership. Each unit contains some or all of the following: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, a test, and answers to activity sheets and tests. (MN)

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UNITS OF INSTRUCTION

INTRODUCTION TO OFFICE DUPLICATION PRACTICES

Teacher's Guide

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TABLE OF CONTENTS

Acknowledgments	v
Preface	vii
Introduction	ix
Use of the Instructional Units	xi
Unit	
I. Orientation	1
II. Safety	45
III. Grooming, Hygiene, and Nutrition	99
IV. Human Relations	139
V. Job Application and Interview	177
VI. Job Success	243
VII. Leadership Development	301

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PREFACE

Introduction to Office Duplication Practices was prepared to provide quality instructional materials for Office Duplication Practices programs in Texas. The Occupational Curriculum Laboratory is currently developing and disseminating competency-based materials under contract with the Texas Education Agency for both secondary and postsecondary programs. All publications and instructional materials are developed by curriculum specialists who are experienced instructors and are validated for technical content by business and industry and field-tested by teachers and students across the state.

This guide, along with the Duplication Guide, the Consumer Mathematics for ODP Guide, and the Clerical for ODP Guide, all produced by the Occupational Curriculum Laboratory, serves as an excellent basis for achieving the Office Duplication Practices program goals as mandated by the Texas Education Agency. The purpose of developing these instructional materials is to make them easily usable by both the teachers and the students; therefore, suggestions and comments about this instructional guide are requested.

INTRODUCTION

This guide is one of the four publications developed for Office Duplication Practices. In addition, an Office Duplication Practices competency profile has been developed to assist in recording individual student progress and in student placement and follow-up.

Using objectives rated as necessary for the success of the program by practicing teachers across the state, the essential elements common to all vocational programs, and the essential elements for Office Duplication Practices, the guides are formatted in units of instruction to assist in the mastery of the objectives. Because the guides were written in this manner, uniformity in classroom instruction and program accountability across the state may be verified.

This publication contains seven units of instruction designed to help teacher: provide students with identified skills in duplication. The units address the following topics:

Orientation
Classroom Safety
Grooming and Hygiene
Human Relations
Job Application and Interview
Job Success
Youth Leadership

A teacher's guide and student manuals are available; the teacher's guide contains information and suggestions for using each of the units. Additional information and activities may be added if necessary to meet the individual needs of each student.

BEST COPY AVAILABLE

USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Each instructional unit includes the following basic components: objectives, notes to the instructor, information sheets, transparency masters, activity sheets, tests, and answers to the activities and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period

B. Supplemental materials that must be ordered or secured

C. Resource people who must be contacted

D. The teaching sequence for the information and the activities

E. The subject areas that he/she wishes to cover

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the terminal performance expected of the student upon completion of the unit, and specific objectives, which are those performances that will help the student to master the unit objective.

Since the objectives of the unit provide direction for the learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This discussion will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives of the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to delete or add objectives to tailor the material to the needs of the students and the program. When objectives are added, corresponding information sheets, activities, and tests should be designed and constructed.

NOTES TO THE INSTRUCTOR

Each unit provides a "Notes to the Instructor" section outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this section prior to any lesson, making additional notes that would assist in conveying the information to the students.

In addition, the instructor should select, sequence, or modify any information and activity sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any activity sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplisning the objectives.

ANSWERS TO ACTIVITY SHEETS AND TESTS

Answers for activities and tests are provided directly after the "Notes to the Instructor" and may be used by the teacher for checking student achievement of the objectives. Many of the activities are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. Information may be presented in two ways: 1) The instructor may use the information sheet as a guide for presenting the background knowledge necessary for the students to complete the specific objectives and ultimately the unit objective, or 2) Students may be allowed to read information sheets before, or as information is discussed in class. Students should take notes on any additional information presented.

TRANSPARENCY MASTERS

Transparency masters present information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ACTIVITY SHEETS

Activity sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. An effort has been made to incorporate the following elements of the learning process: translation, interpretation, application, analysis, synthesis, and evaluation so that the learning style of each student will be recognized.

The activity sheets may be given to the students for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the activity and "Notes to the Instructor" sheets prior to making student assignments to assure that information has been covered and all supplies required are available. Class time should be set aside for those that require group participation. Those activities that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TEST

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a pre-test measure or as a review oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

UNIT I

ORIENTATION

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify terms and objectives related to Office Duplication Practices (ODP), Vocational Office Career Clubs of Texas (VOCCT), and the Social Security System. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Define terms related to ODP
2. Identify the purpose of ODP
3. Identify objectives of ODP and VOCCT
4. Identify the purpose of VOCCT
5. Identify the official colors of VOCCT
6. Identify the VOCCT pledge
7. Identify each classmate
8. Describe classroom procedures and policies
9. Explain the use of the Social Security card
10. Fill out an application form for a Social Security card
11. Fill out an application form for a duplicate Social Security card
12. Explain the history and purpose of the Social Security program

UNIT I

ORIENTATION

NOTES TO THE INSTRUCTOR

I. Preparation for Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your particular program.

B. Prepare and duplicate classroom policies for each of the following areas:

1. Attendance

2. Attitude

3. Dress code

4. Care of equipment

5. Handling supplies

6. Grading criteria

7. Credits earned

8. Classroom behavior

C. Prepare and duplicate your code of ethics for each student.

D. Prepare and duplicate a plan of your classroom organization.

1. Progress charts

2. Student activities

3. Receptionist activities (Students may rotate to this position. They would: greet visitors, take work orders, and record instruction.)

4. Office manager activities (Students may rotate to this position. They would: return all papers, check all equipment, and report supplies that are low.)

E. Prepare and duplicate your VOCCT organization procedures.

1. First meeting

2. Date for election of officers

3. Dues

4. Membership

5. Duties of officers

6. Election

7. Installation

8. Committees

9. Chapter activities, etc.

F. Design a bulletin board introducing the unit.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with the student each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--ORIENTATION

1. Get acquainted--You should introduce yourself and allow time for students to get acquainted with each other (Do ACTIVITY SHEET 1).

2. Have students complete ACTIVITY SHEET 2. Provide 4" x 6" cards.

3. Explain the terms and definitions to the students.

4. Discuss the purpose and objectives of ODP.

5. Discuss the areas of instruction.

6. Discuss the purpose and organization of VOCCT.

7. Discuss VOCCT organization (teacher-prepared materials).

B. INFORMATION SHEET 2--POLICIES AND PROCEDURES

1. Discuss with the students the policies and regulations in the school handbook.

2. Discuss with the students classroom policies and procedures (teacher-prepared materials).

3. Discuss classroom organization (teacher-prepared materials).

4. Discuss and have students sign a Code of Ethics (teacher-prepared materials).

5. Discuss ACTIVITY SHEET 3. Have students complete activity.

6. Discuss ACTIVITY SHEET 4. Have students type or write label.

C. INFORMATION SHEET 3--SOCIAL SECURITY

1. Explain the history of the Social Security system and how it applies to each student.

2. Assist the students in obtaining a Social Security number or duplicate card by using the following activities.

a. ACTIVITY SHEET 5.

(NOTE: Students who do not have a Social Security number should fill out this sheet.)

b. ACTIVITY SHEET 6.

(NOTE: Have those students who have lost their cards complete this activity.)

IV. Transparency Masters

(NOTE: Transparency masters are included in the Student Manual and can be used as Information Sheets.)

A. TM-1--INFORMATION CARD

B. TM-2--APPLICATION FOR A SOCIAL SECURITY CARD

C. TM-3--SOCIAL SECURITY CARD

V. Evaluation

A. The unit test is divided into three parts.

(NOTE: Each part covers one Information Sheet. On Unit Test--Part 2, you will need to add questions since this material is teacher prepared.)

B. Various approaches may be used in testing.

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for students.)

1. Give each part of the test after completion of the corresponding Information Sheet.

2. Use the test as an assignment for the student.

3. Use oral tests for those who may respond better in talking directly to you.

4. Add evaluation questions for any material added to the unit.

VI. Answers to the Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Job Related Instruction. Commerce, TX: Occupational Curriculum Laboratory. East Texas State University, 1981.

B. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, IL: McKnight and KcKnight, 1975.

C. Local School Handbook.

D. ODP Teacher's Handbook. Commerce, TX: Occupational Curriculum Laboratory, East Texas State University, 1980.

E. VOCCT Handbook. Texas Education Agency.

F. "Your Social Security"--available from the U.S. Department of Health and Human Services, Social Security Administration.

UNIT I

ORIENTATION

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-6

Evaluated to the satisfaction of the instructor.

UNIT I

ORIENTATION

ANSWERS TO UNIT TEST

PART 1

A. 1. j
2. k
3. b
4. i
5. c
6. d
7. e
8. f
9. h
10. g
11. a

B. Office Duplication Practices

C. Vocational Office Careers Clubs of Texas

D. Navy blue and old gold

E. Upon my honor, I will train myself through study and practice to become an honorable office worker. I will uphold the ideals of my vocation and the Vocational Office Careers Clubs of Texas.

F. Evaluated to the satisfaction of the instructor.

PART 2

1. d
2. e
3. i
4. c
5. f
6. b
7. g
8. a
9. h

PART 3

A.
1. e
2. m
3. f
4. g
5. n
6. o
7. h
8. a
9. l
10. b
11. k
12. j
13. d
14. i
15. c

B.
1. b
2. a
3. b
4. b
5. b
6. c
7. a
8. c
9. c
10. a
11. c
12. a
13. c

UNIT I

ORIENTATION

INFORMATION SHEET 1--ORIENTATION

I. Terms and Definitions

A. Activity sheets--sheets which give the students things to do

B. Duplication--the act of making copies

C. Employment--the work a person does

D. Information sheets--sheets containing facts students must learn before an activity can be done

E. ODP--Office Duplication Practices

F. Objective sheet--sheet that tells what the students will be able to do after completing a unit of instruction

G. Occupation--one's current job

H. Office--a place where business is carried out

I. Orientation--the process of learning about what is to happen during the course

J. Practice--putting into action what one has learned

K. Purpose--what one plans to learn or be able to do

L. Unit of instruction--facts related to the same subject

M. Unit test--a quiz to check if the student is learning what has been presented in the unit of instruction

N. VOCCT--Vocational Office Careers Clubs of Texas

II. The Purpose of ODP

A. To prepare students for employment (a job)

B. To prepare students for other high school vocational programs

C. To provide knowledge, skills, and attitudes for a business office

III. Objectives of ODP

A. To learn general facts about office machines

B. To be able to use reproduction machines in an office

C. To obtain skills in general office procedures

D. To bring about correct work habits, attitudes, and safety judgments needed in an office

E. To develop a proper attitude toward work

IV. Areas of Instruction

A. Orientation

B. Classroom safety

C. Grooming and hygiene

D. Human relations

E. Job application

F. Filing techniques

G. Typing

H. Survival skills

I. Telephone techniques

J. Duplication

V. VOCCT--Vocational Office Careers Clubs of Texas

A. Orientation--a youth leadership club for students enrolled in Office Duplication Practices and Clerical Practices of Coordinated Vocational Academic Education or in Office Education for the Handicapped.

B. Objectives of VOCCT

1. To contribute to the student's sense of accomplishment and pride

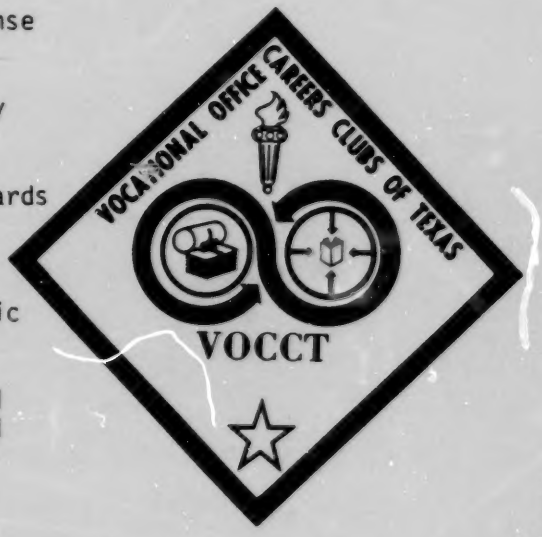
2. To provide students an opportunity to learn to work together

3. To encourage use of ethical standards

4. To develop leadership

5. To develop an appreciation of civic and social obligation

6. To provide for mental and physical health through satisfactory social and recreational activities



C. Pledge

Upon my honor, I will train myself through study and practice to become an honorable office worker. I will uphold the ideals of my vocation and Vocational Office Careers Clubs of Texas.

D. Colors--The official colors of VOCCT are navy blue and old gold.

INFORMATION CARD

JOHN DOE
2323 North
Ben, TX 75843

485-4848

January 14, 1968

S.S. 458-48-8232

Mr. Albert Doe
Sears
485-4343

Mrs. Gloria Doe
Homemaker

CLASS SCHEDULE

Period	Subject	Room Number	Teacher
1	English	10	Clark
2	Math	25	Hendrix
3	ODP	32	Barnes
4	ODP	32	Barnes
5	Science	15	Hines
6	History	17	Gorrian

TM-1

UNIT I

ORIENTATION

ACTIVITY SHEET 1--NAMES

Directions: Names are very important. You want people to know and spell your name correctly. On this sheet, write and spell correctly everyone's name in the class. You need to introduce yourself to everyone else and have them spell their names for you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

UNIT I

ORIENTATION

ACTIVITY SHEET 2--INFORMATION CARD

Directions: Get a 4"x6" index card from your teacher.

(NOTE: See TM-1 for format)

A. Type or write your:

1. Name
2. Address
3. Home telephone number
4. Date of birth and age
5. Social Security number
6. Name of parents
7. Parents' employer(s)
8. Parents' telephone number(s) at work
9. Class schedule
   a. Name of each class
   b. Period
   c. Room number
   d. Teacher

ACTIVITY SHEET

UNIT I

ORIENTATION

INFORMATION SHEET 2--POLICIES AND PROCEDURES

I. Terms and Definitions

A. Attendance--the act of being present

B. Attitude--the way a person acts, feels, or thinks

C. Classroom organization--the way the class is arranged

D. Credit--the grade, mark, or score that shows a student has finished a unit

E. Discipline--a set of rules to guide students

F. Exemption--the act of being free from a rule others must follow

G. Policy--a plan of action

H. Procedure--the progress of action

I. Suspension--an act of punishment

II. School Policies

(NOTE: The student should know the following policies. Check your school handbook.)

A. Grading system

B. Report card, time period

C. Absenses (excused and unexcused)

D. Long illnesses and doctors' statements

E. "Make up" policy for work missed

F. Class attendance, hall passes, tardy policies

G. Suspension policies

H. Exemption policies

III. Classroom Policies--The teacher should provide the students with a written statement of the classroom policies.

IV. Classroom Organization--The teacher should provide the students with a written statement of classroom organization.

UNIT I

ORIENTATION

ACTIVITY SHEET 3--CLASSROOM FOLDER

Directions: Get a manila folder from your teacher. Decorate all four sides. You may use the light tables to trace cartoon characters or other items on the folder. This folder will be used to keep your daily work.

UNIT I

ORIENTATION

ACTIVITY SHEET 4--STUDENT NOTEBOOK

Directions: Get a label from your teacher. Type or write on the label:

ODP-Period_____&_____
Your Name

Place the label on the front of your notebook. This notebook is for you to keep and use throughout the school year. The following may be kept in your notebook:

1. Classroom policies and procedures
2. Information Sheets
3. Notes and handouts
4. Other items

UNIT I

ORIENTATION

INFORMATION SHEET 3--SOCIAL SECURITY

I. Terms and Definitions

A. Application--the act of seeking or applying

B. Benefits--help given to qualified persons

C. Disability--the condition of not being able to do something

D. Duplicate--a copy of an original

E. Employee--one who works for someone in return for wages

F. Employee's earnings--the wages an employee makes

G. Employer--one who hires people for wages

H. FICA--Federal Insurance Contributions Act

I. Identification number--a number which proves a person's identity

J. Provisions--the act of supplying a person's needs

K. Retirement--leaving one's job, usually upon reaching a certain age

L. Social Security--United States government program which provides unemployment insurance, retirement, disability, and survivors' benefits

M. Social Security Administration--the government agency which oversees the Social Security program

N. Survivors--persons who outlive another

O. Tax payments--money paid in support of the government

II. History and Purpose

A. Social Security Act of 1935

1. The purpose of the act

a. To provide unemployment insurance for people out of work

b. To provide benefits for retired persons and the needy

2. Employees of any company are entitled to benefits from the program upon retirement or disability.

3. Both employer and employee pay into the program on a percentage basis.

4. Provisions are made for disability payments to persons unable to work.

5. Individual numbers are issued

B. Social Security Administration

1. Is under the Health and Human Services

2. Handles the second part of the Social Security Act of 1935

III. Getting a Social Security Card

A. Get a Social Security Application Form from:

1. Office of Social Security Administration

2. Any post office

B. Have your teacher check your application for the correct information.

C. Return the application to the office of the Social Security Administration with your original birth certificate.

IV. Social Security Card

A. A card will be sent when the Social Security office receives and processes your application.

B. The card will have your identification number which is used to record your earnings, tax payments, and benefits.

C. The number should be memorized for later use.

D. The card should be signed immediately.

E. The number can also be used for identification.

(NOTE: The number is used in income tax returns, bank records, military service records, and other important records.)

F. Some schools and businesses use it as an identification number.

G. If the card is lost, request a duplicate on an application form.

1. Your same Social Security number is needed to keep a correct record of your earnings and if you die, retire, or become disabled so that you or your survivors can receive benefits.

2. You must present evidence of your identity for a duplicate card.

(NOTE: If you do not know your Social Security number, the Social Security office will use your name and your birthday to obtain your old number.)

APPLICATION FOR A SOCIAL SECURITY CARD

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72[illegible]0002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT — Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA NAB **1** ONA — NAME TO BE SHOWN ON CARD (First, Middle, Last)
FULL NAME AT BIRTH (IF OTHER THAN ABOVE) (First, Middle, Last)
OTHER NAME(S) USED

STT **2** CTY STE ZIP — MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)
CITY | STATE | ZIP CODE

CSP **3** — CITIZENSHIP (Check one only)
- ☐ a U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX **4**
- ☐ Male
- ☐ Female

ETB **5** — RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc. ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. North American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB **6** — DATE OF BIRTH (MONTH, DAY, YEAR) | AGE **7** | PRESENT AGE | PLB **8** — PLACE OF BIRTH (CITY, STATE OR FOREIGN COUNTRY)

MNA **9** PNA — MOTHER'S NAME AT HER BIRTH (First, Middle, Last (her maiden name))
FATHER'S NAME (First, Middle, Last)

PNO **10** — a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you checked "yes" complete items b through e below; otherwise go to item 11

SSN PNS PNY — b. Enter social security number | c. In what State did you apply? | What year?

NLC — d. Enter the name shown on your most recent social security card | e. If the birth date you used was different from the date shown in item 6, enter it here (MONTH, DAY, YEAR)

DON **11** — TODAY'S DATE (MONTH, DAY, YEAR) | **12** Telephone number where we can reach you during the day (HOME, OTHER)

ASD — WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

13 YOUR SIGNATURE | **14** YOUR RELATIONSHIP TO PERSON IN ITEM 1
- ☐ Self
- ☐ Other (Specify) _____

WITNESS (Needed only if signed by mark "X") | WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC | SSA RECEIPT DATE _____

- ☐ SUPPORTING DOCUMENT-EXPEDITE CASE
- ☐ DUP ISSUED

SSN ASSIGNED OR VERIFIED
SSN
NPN

DOC | NTC | CAN | BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

TYPE(S) OF EVIDENCE SUBMITTED

ION

- ☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

ITV

DATE

DATE

DCL

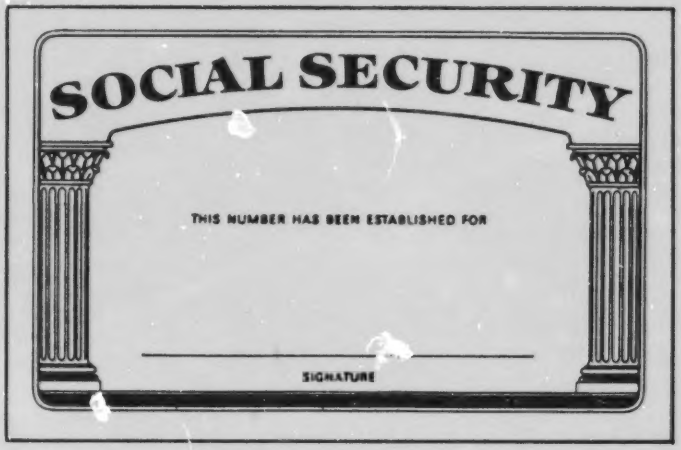
FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

3

BEST COPY AVAILABLE

TM-2

SOCIAL SECURITY CARD



FRONT

Contact any social security office immediately if you:

- ▶ lose your card—to get a duplicate card.
- ▶ change your name—to get a card in your new name.
- ▶ are unable to work because of a severe disability expected to last a year or more.
- ▶ are 62 or older—to ask about retirement checks.
- ▶ are within 2 or 3 months of age 65, even if you don't plan to retire—to sign up for Medicare.

Department of Health and Human Services
Social Security Administration
Form OA-702 (9-82)[3]

BACK

TM-3

UNIT I

ORIENTATION

ACTIVITY SHEET 5--APPLICATION FOR SOCIAL SECURITY NUMBER

Directions: Using dark blue or black pen, complete the application form by providing the correct information.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT — Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA NAME TO BE SHOWN ON CARD — First | Middle | Last

NAB 1 FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First | Middle | Last

OTHER NAME(S) USED

ONA

STT 2 MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CITY | STATE | ZIP CODE

CTY STE ZIP

CSP 3 CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX 4 SEX
- ☐ Male
- ☐ Female

ETB 5 RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc. ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. North American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB 6 DATE OF BIRTH — MONTH | DAY | YEAR

AGE 7 — PRESENT AGE

PLB 8 PLACE OF BIRTH — CITY | STATE OR FOREIGN COUNTRY

MNA 9 MOTHER'S NAME AT HER BIRTH — First | Middle | Last (her maiden name)

FNA FATHER'S NAME — First | Middle | Last

PNO 10 a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you checked "Yes" complete items b. through e. below; otherwise go to item 11

SSN PNS PNY b. Enter social security number | c. In what State did you apply? | What year?

NLC d. Enter the name shown on your most recent social security card | e. If the birth date you used was different from the date shown in item 6, enter it here. MONTH | DAY | YEAR

DON 11 TODAY'S DATE — MONTH | DAY | YEAR

12 Telephone number where we can reach you during the day — HOME | OTHER

ASO WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

13 YOUR SIGNATURE

14 YOUR RELATIONSHIP TO PERSON IN ITEM 1
- ☐ Self
- ☐ Other (Specify) _____

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

EVC | SSA RECEIPT DATE _____

- ☐ SUPPORTING DOCUMENT-EXPEDITE CASE
- ☐ DUP ISSUED

SSN ASSIGNED OR VERIFIED

SSN

NPN

BIC

DOC | NTC | CAN

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

DATE

TYPE(S) OF EVIDENCE SUBMITTED

- ☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

DATE

IDN | ITY | DCL

FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

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UNIT I

ORIENTATION

ACTIVITY SHEET 6--APPLICATION FOR A DUPLICATE CARD

Directions: Using a dark blue or black pen, complete the following form for requesting a duplicate card.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA NAB **1** NAME TO BE SHOWN ON CARD — First / Middle / Last

FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First / Middle / Last

OMA OTHER NAME(S) USED

STT **2** MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CTY STE ZIP CITY / STATE / ZIP CODE

CSP **3** CITIZENSHIP (Check one only)
- ☐ a U.S. citizen
- ☐ b Legal alien allowed to work
- ☐ c Legal alien not allowed to work
- ☐ d Other (See instructions on Page 2)

SEX **4** — SEX: ☐ Male ☐ Female

ETB **5** RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a Asian, Asian American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c Negro or Black (not Hispanic)
- ☐ d North American Indian or Alaskan Native
- ☐ e White (not Hispanic)

DOB **6** DATE OF BIRTH ▶ MONTH / DAY / YEAR — AGE **7** — PRESENT AGE — PLB **8** PLACE OF BIRTH ▶ CITY / STATE OR FOREIGN COUNTRY

MNA **9** MOTHER'S NAME AT HER BIRTH — First / Middle / Last (her maiden name)

FNA FATHER'S NAME — First / Middle / Last

PNO **10** a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you checked "yes," complete items b, through c, below; otherwise go to item 11.

SSN PNS PNY b. Enter social security number — c. In what State did you apply? — What year?

NLC d. Enter the name shown on your most recent social security card — e. If the birth date you used was different from the date shown in item 6, enter it here ▶ MONTH / DAY / YEAR

DON **11** TODAY'S DATE ▶ MONTH / DAY / YEAR — **12** Telephone number where we can reach you during the day ▶ HOME / OTHER

ASD **13** YOUR SIGNATURE — WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

WITNESS (Needed only if signed by mark "X")

14 YOUR RELATIONSHIP TO PERSON IN ITEM 1
☐ Self ☐ Other (Specify) _____

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC SSA RECEIPT DATE _____

☐ SUPPORTING DOCUMENT-EXPEDITE CASE
☐ DUP ISSUED
SSN ASSIGNED OR VERIFIED
SSN

NPN

DOC NTC CAN BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

TYPE(S) OF EVIDENCE SUBMITTED

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

DATE

IDN ITV DCL DATE

FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

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UNIT I

ORIENTATION

UNIT TEST--PART 1

A. Match each of the following terms with its definition by placing the correct letter in the space at the left.

_____	1. Activity sheets	a.	a quiz to check if the student is learning the information presented in the unit of instruction
_____	2. Duplication	b.	the work a person does
_____	3. Employment	c.	tells what the student will be able to do after completing a unit of instruction
_____	4. Information sheets	d.	one's current job
_____	5. Objective sheet	e.	a place where business is carried out
_____	6. Occupation	f.	the process of learning about what is to happen during the course
_____	7. Office	g.	facts related to the same subject
_____	8. Orientation	h.	putting into action what has been learned
_____	9. Practice	i.	sheets containing facts students must learn before an activity can be done
_____	10. Unit of instruction	j.	sheets which gives the student things to do
_____	11. Unit test	k.	the act of making copies

B. What is ODP? _____

C. What is VOCCT? _____

D. What are the official colors of VOCCT? _____

E. Write the VOCCT pledge. _____

_____

_____

_____

_____

TEST

F. Write the names of all students in this class.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

UNIT I

ORIENTATION

UNIT TEST--PART 2

Match each of the following terms with its definition by placing the correct letter in the space at the left.

_____1.	Attendance	a.	the progress of action
_____2.	Attitude	b.	the act of being free from a rule
_____3.	Classroom organization	c.	the grade, mark, or score that shows a student has finished a unit
_____4.	Credit	d.	the act of being present
_____5.	Discipline	e.	the way a person acts, feels, or thinks
_____6.	Exemption	f.	a set of rules to guide students
_____7.	Policy	g.	a plan of action
_____8.	Procedures	h.	an act of punishment
_____9.	Suspension	i.	the way a class is arranged

TEST

UNIT I

ORIENTATION

UNIT TEST--PART 3

A. Match the following terms with their definitions by placing the correct letter the space at the left.

_____ 1. Application	a. Federal Insurance Contribution Act
_____ 2. Benefits	b. the act of supplying a person's needs
_____ 3. Disability	c. money paid in support of the government
_____ 4. Duplicate	d. the government agency which oversees the Social Security program
_____ 5. Employees	e. the act of seeking or applying
_____ 6. Employees' earnings	f. the condition of not being able to do something
_____ 7. Employer	g. a copy of an original
_____ 8. FICA	h. one who hires people for wages
_____ 9. Identification number	i. persons who outlive another
_____10. Provisions	j. United State government program which provides unemployment insurance, retirement, disability, and survivors' benefits
_____11. Retirement	k. leaving one's job, usually upon reaching a certain age
_____12. Social Security	l. a number which proves a person's identity
_____13. Social Security Administration	m. help given to qualified persons
_____14. Survivors	n. one who works for someone in return for wages
_____15. Tax payments	o. the wages an employee makes

TEST

8. Choose the correct answer for each question and place the letter in the blank at the left.

_____ 1. The Social Security program is sponsored by:
a. union
b. government
c. Texas

_____ 2. The agency which oversees the Social Security program:
a. Social Security Administration
b. post office
c. Chamber of Commerce

_____ 3. Provisions for disability payments are made due to loss of:
a. your house
b. your wages
c. your car

_____ 4. Employers and employees both pay into the program on a/an:
a. 10 to 1 rate
b. percentage
c. 5 to 1 rate

_____ 5. Who is able to get benefits from the program upon retirement or disability:
a. employer
b. employee
c. neither a nor b

_____ 6. To get a Social Security application go to:
a. Social Security Administration
b. post office
c. both a and b

_____ 7. The card is sent to you when the Social Security office receives and processes:
a. application
b. O.K. from your employer
c. your money

_____ 8. The card will have your identification number which is used to record your earnings, tax payments, and:
a. vacation time
b. sick leave
c. benefits

_____ 9. The number should be:
a. forgotten until needed
b. written in the palm of your hand
c. memorized for later use

_____10. The card should be signed:
a. immediately
b. in the near future
c. by a relative

_____11. The number can also be used for:
a. car tags
b. raffles
c. identification

_____12. Some schools use it for:
a. an identification number
b. a layoff selection system
c. for number games

_____13. If the card is lost, you should request:
a. a new card and number
b. a new number
c. a duplicate card

TEST

UNIT II

SAFETY

UNIT OBJECTIVE

After completion of this unit, the student should be able to define safety, state general safety rules, and apply these rules to situations in the ODP classroom. This knowledge will be evidenced through demonstration and by scoring 100% on a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match safety terms with their correct definitions
2. Select and identify the correct safety rules to follow in the ODP classroom
3. Explain proper safety attitudes
4. List things to help keep a safe and orderly classroom
5. List the procedures to take when equipment is not operating properly
6. Explain the steps to take in case of an accident
7. Construct a poster on classroom safety
8. Write a paragraph on a classroom safety practice
9. Point out the types of fires according to the material burning
10. Select the correct safety rules associated with fire safety
11. Identify types of burns and the correct treatment of each
12. List things that can be done to prevent fires in the classroom, community, and home
13. Apply safety rules in the ODP classroom situation
14. Select the correct safety rules in operating the offset
15. Select the correct safety rules in handling chemicals
16. Select the correct safety rules in handling plates and platemakers

UNIT II

SAFETY

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material for your program.

B. Prepare several safety posters for the different duplicating machines.

C. Prepare a bulletin board.

II. Objective Sheet

A. Review all objectives and then add or delete to meet local program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--GENERAL SAFETY PROCEDURES

1. Explain the terms and definitions to the students.

2. Discuss with the students safety attitudes in the ODP classroom.

3. Discuss with the students safety rules for the ODP classroom.

4. Explain to the students the procedure for keeping an orderly classroom.

5. Discuss the importance of proper care of the equipment.

6. Discuss the procedures to take in case of an emergency.

7. Do ACTIVITY SHEETS 1-4.

B. INFORMATION SHEET 2--FIRE SAFETY

1. Arrange for a guest speaker from the fire department to make a presentation about:

a. "Types of Fires"

b. "Types of Fire Extinguishers"

c. "Treatment of Burns"

2. Show the location of first aid materials for burns.

3. Show the location of the fire extinguisher.

4. Do ACTIVITY SHEETS 5 and 6.

C. INFORMATION SHEET 3--OFFSET SAFETY PROCEDURES

(NOTE: This section should be covered before students operate the offset press.)

1. Review the general safety rules.

2. Discuss the operational safety procedures in operating the offset.

3. Discuss the proper use of handling offset chemicals.

4. Discuss the proper use of the platemakers.

5. Do ACTIVITY SHEET 7.

IV. Transparency Masters

(NOTE: Transparency masters are included in the Student Manual and can be used as Information Sheets.)

A. TM-1--REMOVE UNSAFE JEWELRY AND CLOTHING

B. TM-2--REMEMBER TO KEEP LONG HAIR TIED BACK

C. TM-3--LEARN TO RECOGNIZE UNSAFE CONDITIONS

D. TM-4--AVOID CLOWNING AROUND

E. TM-5--TYPES OF FIRE EXTINGUISHERS

F. TM-6--KNOW YOUR FIRE EXTINGUISHERS

G. TM-7--READ AND HEED ALL LABELS--THEY WILL WARN YOU, NOT HARM YOU

H. TM-8--BE SURE YOU HAVE PROPER VENTILATION

I. TM-9--USE FLAMMABLE LIQUIDS SAFELY

V. Evaluation

A. The Unit Test is divided into three parts.

(NOTE: Each part covers one Information Sheet.)

B. Various approaches may be used in testing.

1. Each part of the test may be given as the student reviews the information on one Information Sheet.

2. Give the entire test upon completion of all the Information Sheets in the unit.

3. Give one or more parts of the test as an additional assignment or to reinforce areas the student did not understand.

C. Have each student take the test until 100% accuracy is achieved.

(NOTE: The test may be given orally to students who lack writing abilities.)

D. File the graded test in the students' permanent files.

E. Add test parts corresponding to any information area or sheets added to the unit.

VI. Answers to the Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, include answer sheets to correspond to questions added to the test.

VII. References

A. Division of Occupational Safety. Occupational Safety and Health Standards. Austin: Texas State Department of Health, n.d.

B. Graphic Arts I: Orientation, Composition and Paste-up. Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1981.

C. Kigen, Denis J. Teacher Liability in School-Shop Accidents. Ann Arbor, MI: Prakken Publications, Inc., 1983.

D. Shop Safety. Elmore, AL: Rehabilitation Research Foundation, 1966.

E. Thomas, John C. Safety in Trade and Industrial and Technical Education. Lexington, KY: Curriculum Development Center, University of Kentucky 1974.

UNIT II

SAFETY

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1 and 2

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 3

1.	T	11.	T
2.	F	12.	T
3.	F	13.	T
4.	T	14.	T
5.	T	15.	F
6.	F	16.	T
7.	F	17.	F
8.	T	18.	-
9.	F	19.	F
10.	F	20.	T

ACTIVITY SHEET 4

Information should include the following general knowledge.

1. Hold the electrical plug rather than the cord to plug or unplug machines.
2. Electrical cords with exposed wires
3. Being safety-conscious
4. To keep hair from getting caught in the duplicator's moving parts
5. After receiving permission from the instructor
6. To keep from getting hurt and to protect others
7. Turn off power; administer first aid; report all accidents and injuries to the teacher; report to school nurse for aid if necessary, notify principal immediately; notify parents; take injured person to hospital emergency room.
8. Because spilled liquids can cause serious falls if they are on the floor
9. Jewelry can be caught in moving machinery or can conduct electricity if it comes in contact with electrical connections.
10. Accident-prone is the feeling or belief that some people are more likely than others to have accidents. Avoid talking and "carrying on" with your friends in the classroom.

ACTIVITY SHEET 5

Information should include the following general knowledge.

1. third degree, second degree, first degree

2. third degree

3. Class A--Combustible materials
   Class B--Inflammable materials
   Class C--Electrical

4. Foam--Class A and B
   Carbon Dioxide--Class B and C
   Soda Acid--Class A
   Ordinary Dry Chemical--B and C
   Multipurpose Dry Chemical--Class A, B, and C

5. Evaluated to the satisfaction of the instructor

6. cold water

7. cold water and sterile gauze

8. Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 6

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 7

Information should include the following general knowledge.

1. Hair should be kept up or tied back.
   Loose clothing should be avoided or bound up.
   Jewelry such as bracelets, watches, rings, necklaces, etc. should be removed.

2. Because tools and hands could get caught in the machine's moving parts

3. One. Injury and carelessness may result if more than one person operates the duplicator.

4. The chemicals used are toxic.

5. liquids which could catch on fire

6. Fires or bodily injury could occur.

7. Do handle sharp-edged plates carefully.
   Do raise, rotate, and close vacuum frame slowly and carefully.
   Do not handle electrical platemaking equipment with wet hands.
   Do not lean on glass-topped vacuum frame.
   Do not look directly at light sources.

UNIT II

SAFETY

ANSWERS TO TEST

PART 1

A.
1. a
2. i
3. f
4. b
5. e
6. h
7. d
8. g
9. c

B.
1. carelessness
2. avoided
3. accident-prone
4. at all times

C.
1. F
2. T
3. T
4. F
5. F
6. T
7. F
8. T
9. F
10. F
11. T
12. F
13. F
14. T
15. T
16. F
17. T
18. T
19. F
20. T

D. Any three of the following:

1. Arrange all equipment to permit safe and efficient operation.
2. Keep materials and supplies safely stacked and stored.
3. Keep all hand tools in cabinets.
4. Dispose of or store all chemicals in safe containers.
5. Keep all floors clean and free from paper or spills at all times.
6. Participate in daily cleanup time.

E.
1. Turn the machine off.
2. Call the instructor.

PART 2

A.
1. T
2. F
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. F

B.
1. b
2. a
3. c

C.
1. A or B--Over the fire
2. B or C--At base of fire
3. B or C--At base of fire
4. A--At base of fire
5. A, B, or C--At base of fire

D.
1. Charred or seared skin--get immediate medical help
2. Blistered skin--apply cold water and sterile gauze
3. Reddened skin--apply cold water

PART 3

1. F
2. T
3. T
4. F
5. T
6. T
7. T
8. F
9. F
10. F
11. T
12. T
13. F
14. F
15. T
16. T
17. T
18. F
19. T
20. T

UNIT II

SAFETY

INFORMATION SHEET 1--GENERAL SAFETY PROCEDURES

I. Terms and Definitions

A. Accident--an unplanned event which could cause an injury

B. Accident-prone--the feeling or belief that some people are more likely than others to have accidents

C. Emergency--a condition that calls for immediate action

D. Hazard--a source of danger

E. Unsafe act--something that is not free from danger

F. Unsafe condition--a situation that could lead to an accident

G. Ventilation--a means of providing fresh air

H. Safety--freedom from danger, risks, or injury

I. Shock--the feeling or effect caused by an electric current passing through the body

II. Safety Attitude

A. A proper attitude is a must in an Office Duplication Practices classroom.

B. Most accidents are caused by being careless.

C. Each student must be on guard against accidents at all times.

D. Talking and "carrying on" with your friends in the classroom should be avoided.

1. This keeps you from being completely alert around office machines.

2. It also makes you more accident-prone.

III. Safety Rules

A. Use tools and equipment only for their purpose.

B. Return all hand tools to their proper place after use.

(NOTE: T-square, rulers, triangles, styli, etc.)

C. Keep areas clean and free of safety hazards.

D. Ask the teacher before using electricity powered equipment.

E. Clean up any spilled liquid immediately from floors, shelves, or tables.

INFORMATION

F. Do not sit or lean on light tables.

G. Only one person at a time may use the paper cutter, paper drill, and stitcher.

H. Only one person at a time may use duplicators.

I. Tie back all long hair before using duplicators or power equipment.

J. Secure long sleeves and any loose clothing before using duplicating equipment.

K. Do not clean duplicators or power equipment while it is in operation.

(NOTE: This does not include the offset duplicator.)

L. Keep all aisles, doorways, and areas around machines and equipment clean and clear of paper, boxes, and cords.

M. Report any unsafe condition immediately to instructor.

N. Do not get involved in any horseplay in the classroom.

O. Remove dangling jewelry when operating equipment.

P. Use soap and water frequently to help prevent skin irritation.

Q. Avoid touching and looking directly at light sources.

R. Keep all filing drawers or desk drawers closed when not in use.

S. Ask the teacher when you are not sure how to do something.

IV. Keeping a Safe and Orderly Classroom

A. Arrange all equipment to permit safe and efficient operation.

B. Keep materials and supplies safely stacked and stored.

C. Keep all hand tools in proper storage area.

D. Dispose of or store all chemicals in safe containers.

E. Keep all floors clean and free from paper or spills at all times.

F. Participate in daily cleanup time.

V. Care of Equipment

A. Care of equipment starts by caring for the area around it.

1. The work area must be kept clean and neat.

2. There should be enough space in the work area for correct machine operation.

3. No articles, furniture, or supplies should block the operation of machine parts.

B. Do not try to repair office equipment. When a piece of equipment is not operating properly:

1. Pull plug; turn the machine OFF.

2. Call the instructor.

C. Plugging and unplugging electrical equipment

1. Hold the electrical plug rather than the cord to plug or unplug machines.

2. Electrical cords should be checked to see if they are frayed, tangled, or damaged.

3. Electrical outlets must not be overloaded.

D. Turn off equipment when finished.

E. Clean up any equipment used.

VI. Steps to be Taken in Case of an Accident

A. Turn OFF power.

B. Administer first aid.

C. Report all accidents and injuries to the teacher no matter how minor.

D. Report to school nurse for aid if necessary.

E. Notify principal immediately.

F. Notify parents.

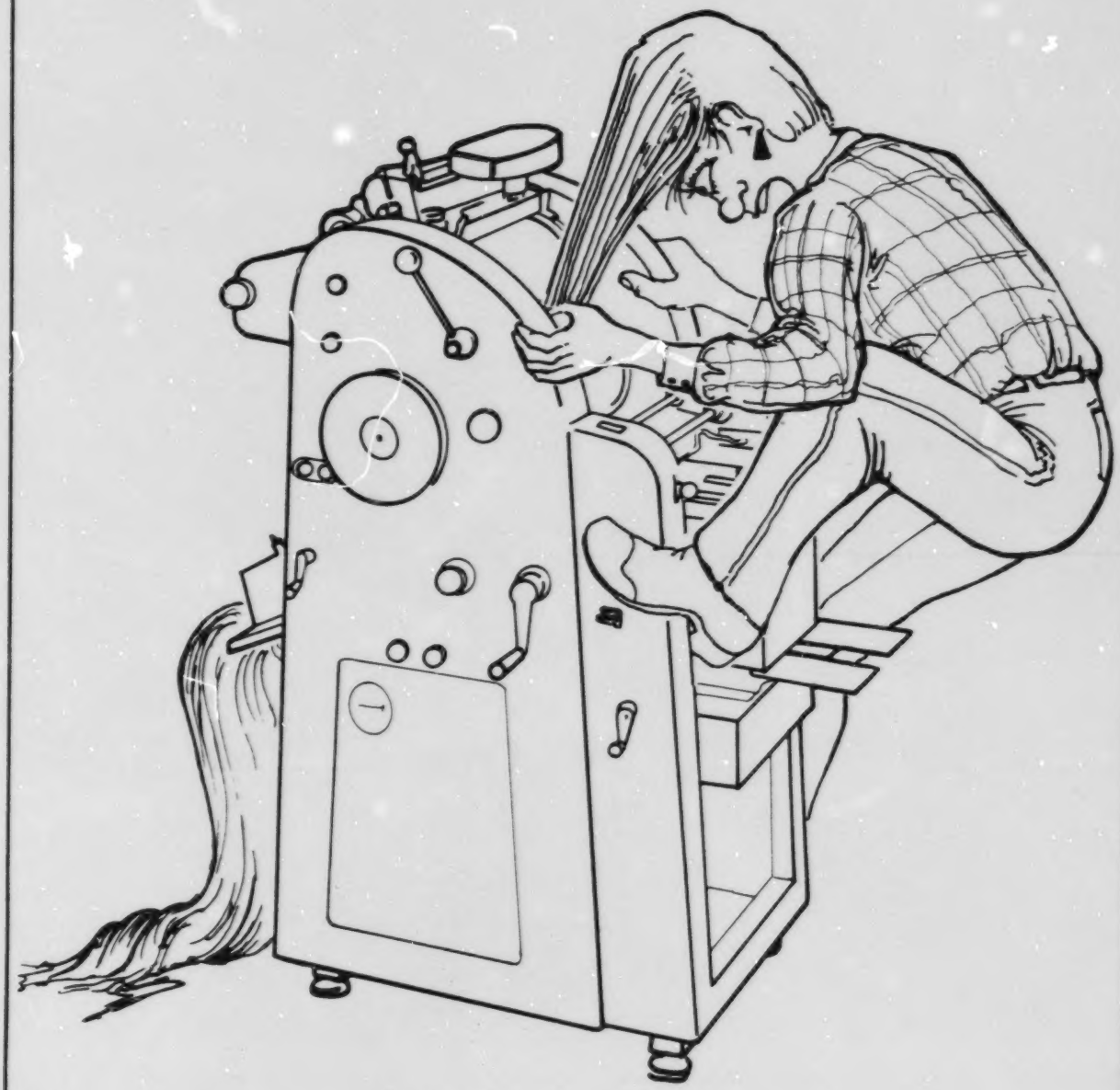
G. Take injured person to hospital emergency room.

REMOVE UNSAFE JEWELRY AND CLOTHING

TM-1

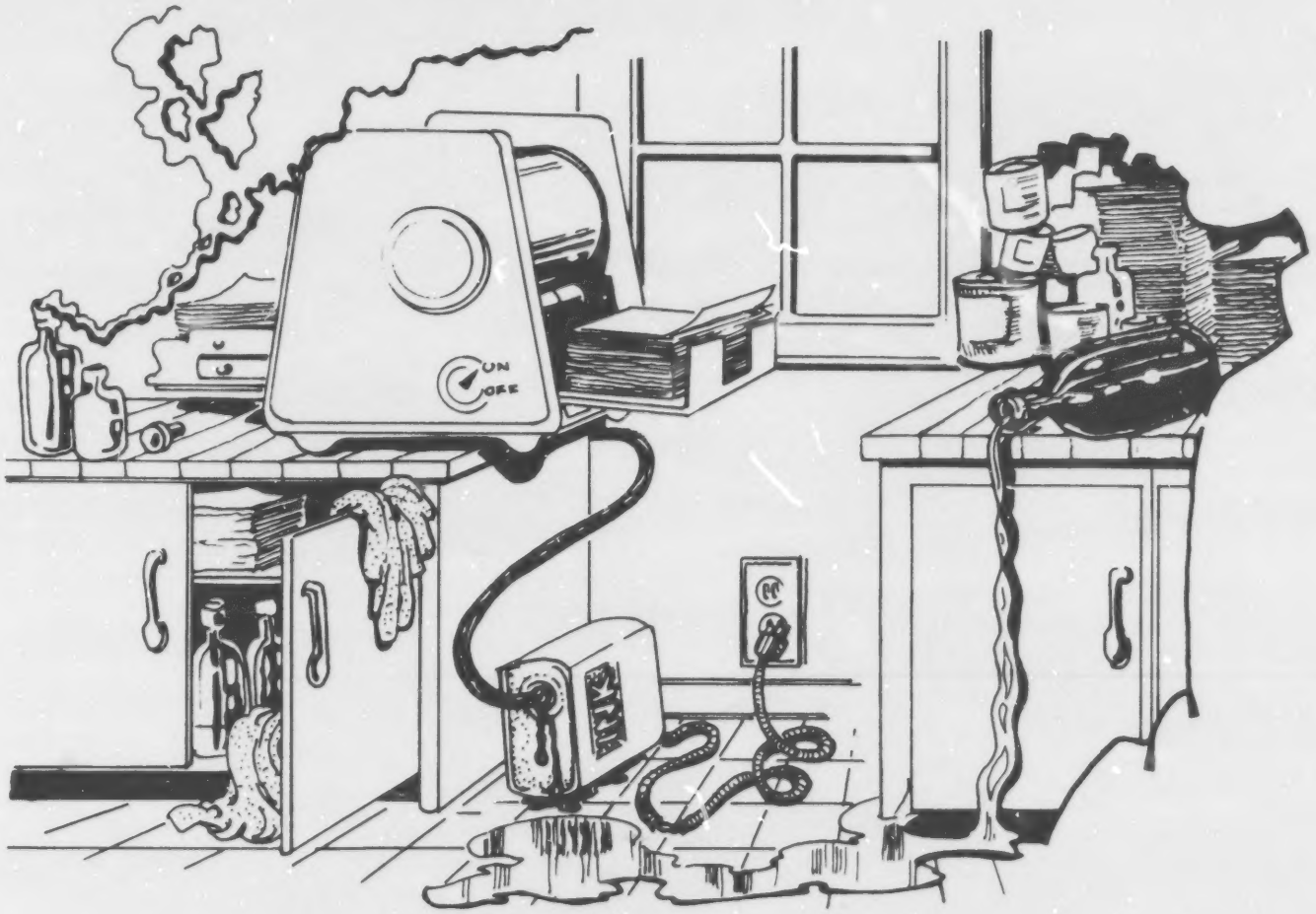
59

REMEMBER TO KEEP LONG HAIR TIED BACK



TM-2

LEARN TO RECOGNIZE UNSAFE CONDITIONS



TM-3

63

AVOID CLOWNING AROUND

TM-4

65

UNIT II

SAFETY

ACTIVITY SHEET 1--APPLICATION OF SAFETY RULES

Directions: Select one of the rules for the Office Duplication Practices classroom listed on the Information Sheet, and make a poster. The poster should tell about a situation outlined on the Information Sheet.

ACTIVITY SHEET 2--APPLICATION OF SAFETY RULES

Directions: Select five of the safety rules listed on the Information Sheet and write a short paragraph on the importance of observing each rule. Base your paragraph on any discussions held in class and add any ideas you may have. Each paragraph should have at least five sentences.

UNIT II

SAFETY

ACTIVITY SHEET 3--SELECTING SAFETY ATTITUDES

Directions: Select proper attitudes by placing a T for True or an F for False in the space provided at the left of each statement.

_____ 1. The reason someone usually gets hurt is due to carelessness.

_____ 2. Safety applies only when you are operating equipment.

_____ 3. Learning the skill is more important than learning safety on the job.

_____ 4. Injuries should be reported at once.

_____ 5. Accidents don't happen; they are usually caused by people.

_____ 6. It is all right to break small minor safety rules if you are careful.

_____ 7. It is all right to sit or lean on light tables.

_____ 8. Goals for safety should be clean work areas, use of safeguards, and following safety rules.

_____ 9. Clean mimeograph or fluid duplicators while in operation.

_____10. Clowning around is allowed if you are careful.

_____11. Only one person at a time should operate a duplicator.

_____12. Ask questions if in doubt about how to do a job in a safe manner.

_____13. Use tools and equipment only for their purpose.

_____14. Wear the clothing that is correct for the job.

_____15. You can operate machines when you feel like it.

_____16. Safety includes proper clean-up and equipment maintenance.

_____17. It is not your responsibility to clean up spills that you have made.

_____18. You should tell others if you see them doing something incorrectly or without the proper safety equipment.

_____19. It takes two people to operate the paper cutter.

_____20. Safety rules posted on machines are for anyone that uses that machine.

UNIT II

SAFETY

ACTIVITY SHEET 4--EXPLAINING SAFETY RULES

Directions: Answer each of the following questions in the space provided.

(NOTE: This could be used as a class discussion.)

1. Explain how to plug and unplug electrical equipment.

2. What does frayed or damaged electrical cords mean?

3. How can accidents be prevented?

4. Why should long hair be tied back when operating a duplicator?

5. When can you operate a duplicator?

6. Why should we follow safety rules?

7. List the steps to take in case of an accident.

8. Why should you clean spilled liquids from the floor?

9. Why is jewelry dangerous when worn while duplicating?

10. What does accident-prone mean, and how can you avoid being accident-prone?

ACTIVITY SHEET

UNIT II

SAFETY

INFORMATION SHEET 2--FIRE SAFETY

I. General Rules

A. Practice fire prevention.

B. Find out what material is burning when a fire starts.

C. Report a fire quickly.

D. Know how to use a fire extinguisher.

(WARNING: DO NOT play with firefighting equipment because it may not work when you need it.)

E. Know the types of extinguishers.

(WARNING: Using the wrong type of extinguisher on a fire is dangerous.)

F. Know the location of the fire alarm or notify the office.

G. Know how to treat burns.

H. Keep a clean classroom with flammables stored properly.

I. Know the correct way to leave a building in case of fire.

(NOTE: If there is not a plan on how to leave the building in case of fire posted by the door, ask your instructor for instructions.)

II. Types of fires

A. Class A--ordinary combustibles such as wood, paper, or cloth

B. Class B--flammable liquids or grease such as gasoline, paints, or oils

C. Class C--electrical equipment such as motors and switches

III. Types of Fire Extinguishers and Their Characteristics

A. Multi-purpose dry chemical

1. Selected dry chemicals under pressure

2. Can be used safely on all classes of fires

B. Ordinary dry chemical

1. Selected dry chemicals under pressure

2. Used only for class B and class C fires

C. Foam

1. A solution of aluminum sulfate

2. Used for class A and class B fires

D. Carbon dioxide

1. Carbon dioxide gas under pressure

2. Used for class B and class C fires

E. Soda acid

1. Bicarbonate of soda and sulphuric acid

2. Can be safely used only on class A fires

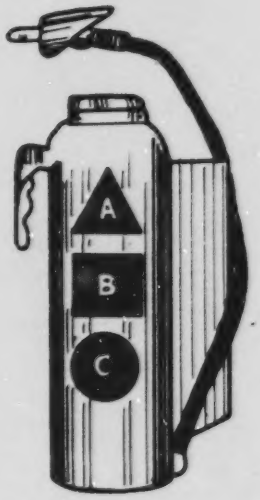
IV. Types of burns---------Appearance of skin---------Treatment

A. First degree.....Reddened skin.....Apply cold water

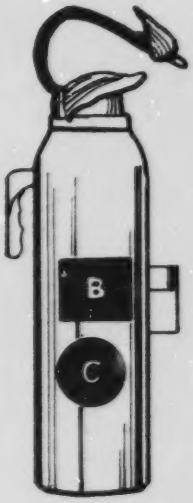
B. Second degree.....Blistered skin.....Apply cold water and sterile gauze

C. Third degree.....Charred or seared skin.....Get immediate medical help

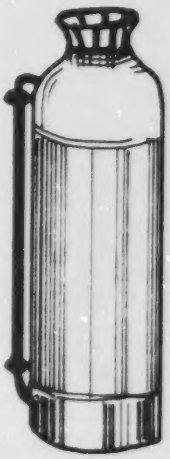
TYPES OF FIRE EXTINGUISHERS



MULTI-PURPOSE
DRY CHEMICAL



ORDINARY
DRY CHEMICAL



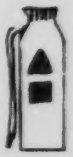
SODA ACID

FOAM

CARBON DIOXIDE

TM-5

KNOW YOUR FIRE EXTINGUISHER

DECIDE THE CLASS OF FIRE YOU ARE FIGHTING	TYPE OF EXTINGUISHER					HOW TO OPERATE	
	FOAM	CARBON DIOXIDE	SODA ACID	ORDINARY DRY CHEMICAL	MULTI-PURPOSE DRY CHEMICAL		**FOAM:** Don't spray the stream into the Burning Liquid. Allow Foam to Fall Lightly on Fire.
A WOOD PAPER CLOTH ETC.							**CARBON DIOXIDE:** Direct Discharge as Close to Fire as Possible. First at Edge of Flames and Gradually Forward and Up.
B GASOLINE PAINTS OILS							**SODA-ACID:** Direct Stream at Base of Flames.
C MOTORS SWITCHES							**MULTI-PURPOSE DRY CHEMICAL:** Direct at Base of flames. In the Case of Class A Fires, Follow Up by Directing the Dry Chemicals at Remaining Flames.
							ORDINARY DRY CHEMICAL: Direct at Base of Flames.

TM-6

77

UNIT II

SAFETY

ACTIVITY SHEET 5--FIRE SAFETY RULES

1. Seared or charred skin is considered a _____degree burn.

   If skin is blistered, it is a _____degree burn.

   If skin is reddened only, it is a _____degree burn.

2. What degree burn should receive immediate medical treatment?

3. Describe the three types of fires.

4. List the five types of fire extinguishers and tell what types of fire the extinguishers can be used on.

5. Where is the fire extinguishers closest to your ODP classroom?

   What type of fire extinguisher is it?

   What types of fires can you use this extinguisher on?

6. What type of treatment should be used on a first degree burn?

7. What type of treatment should be used on a second degree burn?

8. Explain the correct way for leaving this room and building in case of a fire.

ACTIVITY SHEET

UNIT II

SAFETY

ACTIVITY SHEET 6--PREVENTING FIRES

Directions: List the things you can do to prevent fires in each of the following instances. Be specific.

1. In your ODP class

2. In your community

3. In your home

UNIT II

SAFETY

INFORMATION SHEET 3--OFFSET SAFETY PROCEDURES

I. Essential Safety Rules

A. Hair should be kept up or tied back.

B. Loose clothing should be avoided or bound up.

C. Jewelry such as bracelets, watches, rings, necklaces, etc. should be removed before operating a press.

II. Operational Safety Procedures

A. Dust cover and safety guards should remain in place for operation.

B. Offset should be stopped to:

1. Use tools for adjustments

(NOTE: Always remove tools from press.)

2. Make hand adjustments on moving parts

3. Wipe or clean with a rag

4. Lubricate any part

5. Clear paper jams

6. Leave press area

C. Only one person should operate the offset at any one time.

D. Ask your teacher before operating the offset.

E. Rags should be folded rather than wadded in hand for cleaning.

F. Dirty rags should be placed in a metal container.

(NOTE: Disposable cotton pads may be used in place of rags.)

G. Operator's manual should be read before offset is operated.

H. Offset work area should be kept free of trash and clutter.

I. Inspect and turn offset with the hand wheel at least one turn before starting drive motor.

J. Ventilation (free flow of air) of fumes should be good in the offset area.

K. Flammable (easy to set on fire) liquids should be stored in a protected area.

III. The Do's and Don'ts for Handling Chemicals Properly

A. Do know what chemical you are using.

B. Do shake chemicals well before using.

C. Do pour chemical into water, never water into the chemical.

D. Do pour chemicals slowly.

E. Do wear rubber gloves when handling chemicals.

F. Do store chemicals in properly marked, tightly closed containers.

G. Do wear safety glasses when mixing or pouring chemicals.

H. Do return chemicals to proper cabinet after use.

I. Do not breathe chemical fumes.

J. Do not mix or weigh chemicals in darkroom unless strong ventilation is present.

K. Do not mix solutions near eyes or face.

L. Do not place any containers on edges of counters.

M. Do not use any unmarked containers.

IV. Do's and Don'ts for Handling Plates and Platemakers

A. Do handle sharp edged plates carefully.

B. Do raise, rotate, and close vacuum frame slowly and carefully.

C. Do not handle electrical platemaking equipment with wet hands.

D. Do not lean on glass-topped vacuum frame.

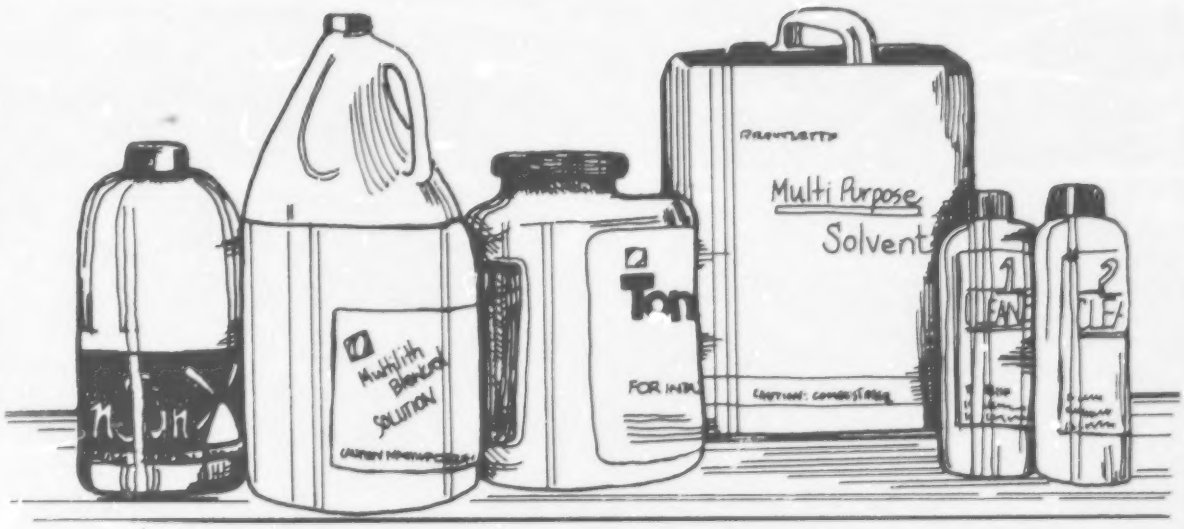
E. Do not look directly at light sources.

(CAUTION: Do not wear contact lenses when working in arc platemaking area.)

READ AND HEED ALL LABELS--THEY WILL WARN YOU, NOT HARM YOU

WARNING
AVOID CONTACT WITH SKIN

DANGER: EXTREMELY FLAMMABLE



DO NOT MIX WITH ACID

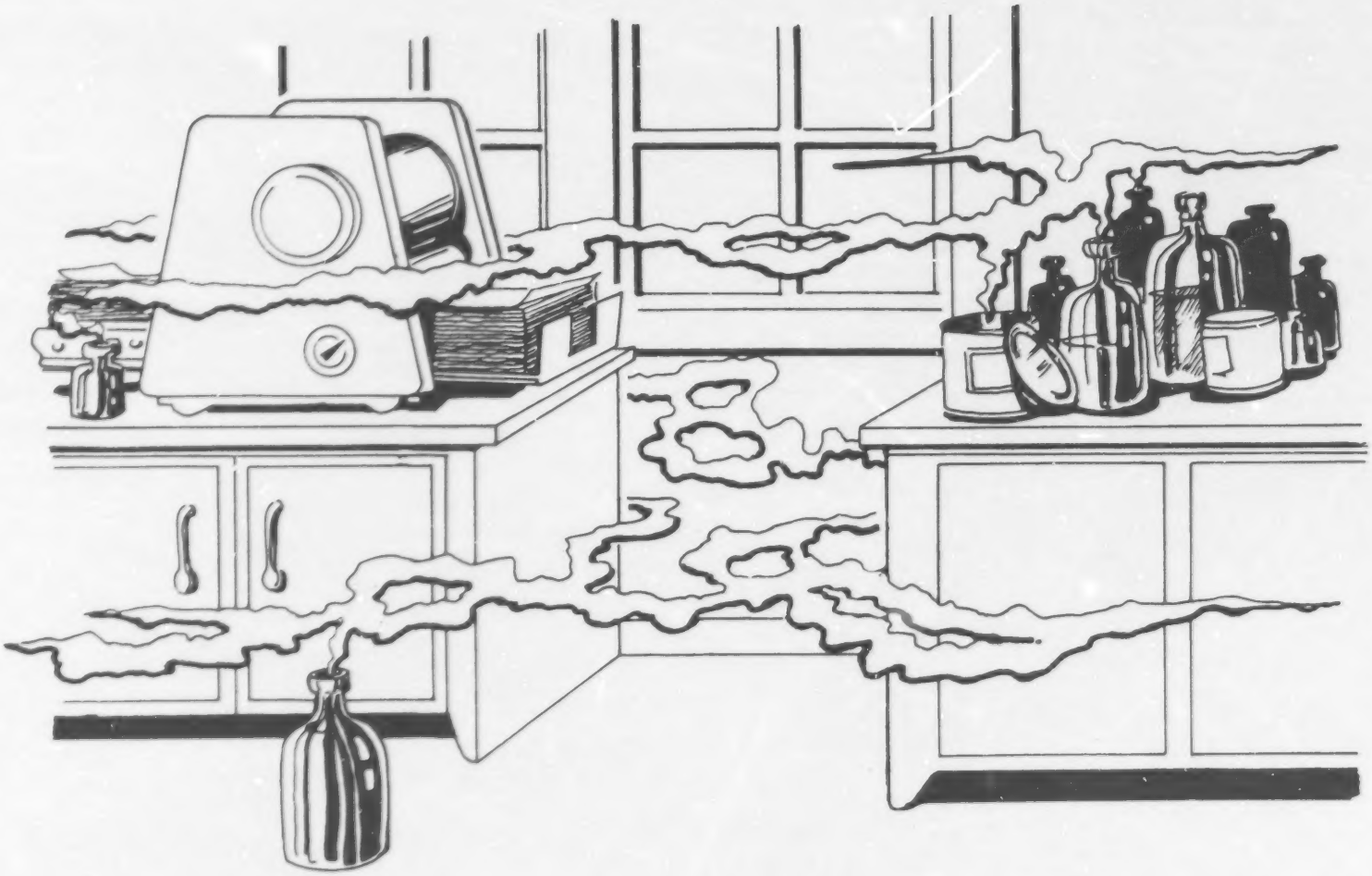
DANGER IF SWALLOWED

WARNING
DO NOT EXPOSE TO HEAT

USE IN WELL VENTILATED AREA

TM-7

BE SURE YOU HAVE PROPER VENTILATION



TM-8

87

USE FLAMMABLE LIQUIDS SAFELY
FLAMMABLE MATERIALS ONLY
TM-9
89

UNIT II

SAFETY

ACTIVITY SHEET 7--OFFSET SAFETY RULES

Directions: Answer each of the following questions in the space provided.

(NOTE: This could be used as a class discussion.)

1. List three essential safety rules.

2. Why should the offset be stopped before making adjustments or clearing paper jams?

3. How many people should operate the offset at any one time? Why?

4. Why is ventilation of fumes needed in the offset area?

5. What are flammable liquids?

6. Why is it so important to handle chemicals correctly?

7. List some do's and don'ts for handling plates and platemakers.

UNIT II

SAFETY

UNIT TEST--PART 1

A. Match the safety terms to their definitions by placing the correct letter in the blanks at the left.

_____1.	Accident	a.	an unplanned event which could cause an injury
_____2.	Accident-prone	b.	a source of danger
_____3.	Emergency	c.	the feeling or effect caused by an electric current passing through the body
_____4.	Hazard	d.	a means of providing fresh air
_____5.	Unsafe act	e.	something that is not free from danger
_____6.	Unsafe condition	f.	a condition that calls for immediate action
_____7.	Ventilation	g.	freedom from danger, risks, or injury
_____8.	Safety	h.	a situation that could lead to an accident
_____9.	Shock	i.	the feeling or belief that some people are more likely than others to have accidents

B. Explain a proper safety attitude by completing the following statements:

1. Most accidents are caused by _____.
2. "Carrying on" in the classroom should be _____.
3. "Carrying on" makes a student more _____.
4. Each student must be on guard against accidents _____.

C. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____1. Throwing objects and general clowning around are fine ODP classroom activities.

_____2. Hand tools should be properly stored.

_____3. Observe all posted safety rules.

_____4. Operate equipment without permission if you know how.

_____ 5. Report only serious injuries.

_____ 6. Dangling jewelry is dangerous when operating equipment.

_____ 7. Spilled liquid should be spread evenly on the floor.

_____ 8. Use tools and equipment only for their purposes.

_____ 9. Sit or lean on light tables.

_____10. Two people can use the paper cutter at the same time.

_____11. Tie back all long hair before using duplicators.

_____12. Leave shirt cuffs unbuttoned when using duplicators.

_____13. Clean mimeograph and fluid duplicators only while in operation.

_____14. Do not look directly into light sources.

_____15. Keep file drawers closed when not in use.

_____16. To unplug electrical equipment, pull the cord.

_____17. Do not overload electrical outlets.

_____18. Check electrical cords for frayed, tangled, or damaged cords.

_____19. Clean equipment only when it needs cleaning.

_____20. Ask the teacher when you are not sure how to do something.

D. List three things you can do to help keep a safe and orderly classroom.

1. _____

2. _____

3. _____

E. When a piece of equipment is not operating properly, what should you do?

1. _____ 2. _____

UNIT II

SAFETY

UNIT TEST--PART 2

A. Select the correct rules associated with fire safety by placing a T for True or an F for False in the blanks at the left.

_____ 1. You should practice fire prevention.

_____ 2. To know what type materials are burning in a fire is not important to the person putting out the fire.

_____ 3. Give a fire the chance to go out on its own before reporting it.

_____ 4. Know how to use a fire extinguisher.

_____ 5. When you see a fire, the first thing to do is report the fire to the proper authorities quickly.

_____ 6. Know the location of a fire alarm.

_____ 7. Only doctors need to know how to treat burns.

_____ 8. Keep the room clean and flammables stored.

_____ 9. Know how to leave a building during a fire.

_____10. Fire drills are for fun.

B. Point out the class of fire according to the material burning by placing the correct letter in the blanks.

_____1. Flammable liquids, such as gasoline, paint, or oil

_____2. Ordinary combustibles, such as wood, paper, or cloth

_____3. Electrical equipment, such as motors or switches

a. Class A

b. Class B

c. Class C

C. Point out the types of fire extinguishers and methods of use by writing the correct information from each of the lists below in the blanks provided.

Classes of fires	Spray
A	At base of fire
B	Over the fire
C	

	Classes	Spray
1. Foam	_____	_____

	Classes	Spray
2. Carbon dioxide	_____	_____
3. Ordinary dry chemical	_____	_____
4. Soda acid	_____	_____
5. Multi dry chemical	_____	_____

D. Identify the different types of burns and the correct treatment of each by writing the correct information in the lists below in the blanks provided.

Blistered skin	Get immediate medical help
Charred or seared skin	Apply cold water and sterile gauze
Reddened skin	Apply cold water

Burn	Appearance of skin	Treatment
1. Third degree.....	_____	_____
2. Second degree.....	_____	_____
3. First degree.....	_____	_____

UNIT II

SAFETY

UNIT TEST--PART 3

Answer the following statements True or False by placing a T for True or an F for False in the space provided.

_____ 1. Safety guards should be removed before operating an offset.

_____ 2. Offset should be stopped before making any adjustments.

_____ 3. To clean the offset, the machine must be going.

_____ 4. Two people should operate the offset.

_____ 5. Dirty rags should be placed in metal containers.

_____ 6. The offset area should have good ventilation.

_____ 7. Do not breathe chemical fumes.

_____ 8. Do mix solutions near eyes or face.

_____ 9. Do not shake chemicals before using.

_____10. Pour chemicals fast.

_____11. Handle sharp-edged plates carefully.

_____12. Do not lean on glass-topped vacuum.

_____13. Handle electrical platemaking equipment with wet hands.

_____14. You must look directly at light sources when making plates.

_____15. Store chemicals in properly marked, tightly closed containers.

_____16. Unmarked containers should not be used.

_____17. Turn the offset off before clearing a paper jam.

_____18. Do not use the hand wheel on the offset.

_____19. Ask your teacher before operating the offset.

_____20. Jewelry should be removed before operating the offset.

UNIT III

GROOMING, HYGIENE, AND NUTRITION

UNIT OBJECTIVE

After completing this unit, the student should be able to identify and list terms and habits on grooming and personal hygiene, describe clothing appropriate for office wear, analyze grooming habits, and plan and budget for a wardrobe. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms on grooming and hygiene with their proper definitions
2. Complete a grooming analysis chart
3. Become aware of food that is eaten
4. Plan and budget for a wardrobe
5. Evalute his/her present wardrobe and be aware of the clothing most flattering to him/her

UNIT III

GROOMING, HYGIENE, AND NUTRITION

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material in your program.

B. Design a bulletin board on grooming, hygiene, and nutrition.

C. Arrange for a guest speaker to discuss grooming and hygiene.

D. Gather catalogs and other sources for use in activities.

E. Plan a style show of appropriate office wear.

F. Find "Color" books to use to find each student's colors.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--DAILY PERSONAL HYGIENE AND GROOMING

1. Explain the terms and definitions to the students.

2. Discuss daily grooming and hygiene needs. Do ACTIVITY SHEET 1.

B. INFORMATION SHEET 2--NUTRITIONAL HABITS AND WEIGHT CONTROL

1. Explain the terms and definitions to the students.

2. Discuss the basic food groups with the students.

3. Discuss the necessary ingredients of a well balanced menu. Do ACTIVITY SHEET 2.

4. Discuss body weight. Have students find their ideal weight on the weight chart (TM-3 or TM-4).

C. INFORMATION SHEET 3--WARDROBE PLANNING

1. Explain the terms and definitions to the students.

2. Discuss the basic elements of a good wardrobe. Do ACTIVITY SHEETS 3, 4, and 5.

3. Discuss figure problems and how to disguise them.

IV. Transparency Masters

(NOTE: Transparency masters are included in the Student's Manual and can be used as Information Sheets).

A. TM-1--GROOMING AND HYGIENE

B. TM-2--FOOD GROUPS

C. TM-3--WEIGHT CHART FOR BOYS

D. TM-4--WEIGHT CHART FOR GIRLS

V. Evaluation

A. The unit test is divided into three parts.

(NOTE: Each part covers one Information Sheet)

B. Various approaches may be used in testing

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for the students.)

1. Give each part of the test after completion of each Information Sheet.

2. Use the test as an assignment for the students.

3. Some students may respond better to an oral test with the instructor.

4. The instructor should add evaluation questions for any material added to the unit.

VI. Answers to the Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

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UNIT III

GROOMING, HYGIENE, AND NUTRITION

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-5

Evaluated to the satisfaction of the instructor.

UNIT III

GROOMING, HYGIENE, AND NUTRITION

ANSWERS TO TEST

PART 1

A.
1. e
2. b
3. g
4. a
5. c
6. d
7. f

B.
____ 1.
_x_ 2.
_x_ 3.
____ 4.
____ 5.
_x_ 6.
____ 7.
____ 8.
____ 9.
_x_ 10.

PART 2

A.
1. g
2. f
3. e
4. d
5. c
6. b
7. a

B.
1. meat
2. vegetables and fruit
3. milk
4. breads and cereals

Examples of each food group will vary. Evaluated to the satisfaction of the instructor.

PART 3

A.
1. b
2. d
3. e
4. a
5. c

B. Six of the following
1. Fit and comfort
2. Purpose and place to be worn
3. Body shape
4. Price of items and your own budget
5. Workmanship
6. Fabric type and upkeep
7. Color, line, and style
8. Durability
9. How well it harmonizes with other items in your wardrobe

C. Points to look for are:

1. comfortable
2. durable
3. safe
4. suitable and well fitting
5. Easily kept clean

D. Five of the following

1. Well pressed
2. Free from rips, tears, missing buttons, sagging hemlines, etc.
3. Hem lengths and necklines should not be extreme
4. Simple clothing
5. Too sporty or too dressy
6. Clean
7. Hosiery free from snags and runners
8. Undergarments should not show
9. Jewelry should be simple
10. Well-fitted

UNIT III

GROOMING, HYGIENE, AND NUTRITION

INFORMATION SHEET 1--DAILY PERSONAL HYGIENE AND GROOMING

I. Terms and Definitions

A. Antiperspirant--preparation that keeps underarms dry

B. Cosmetics--beauty-aid products

C. Cuticle--thin, dead skin at sides and base of fingernails

D. Deodorant--preparation that keeps underarms odor-free

E. Immaculate--very clean

F. Hand and body lotion--cream or liquid used to make skin soft and smooth

G. Manicure--to file and buff nails and to trim cuticles

II. Grooming and Hygiene Habits

A. A daily bath or shower is needed.

B. Hair should be shampooed daily if needed.

C. Teeth should be brushed at least twice daily.

D. Dental floss should be used frequently.

E. Males should shave facial hair daily if needed.

F. Females should shave legs and underarms regularly.

G. Deodorant or antiperspirant should be used after bathing. (You may not know if you have body odor, but others around you will know.)

H. Nails should be kept clean and manicured regularly.

I. Cosmetics should be used in the most attractive manner.

J. Hair should be trimmed regularly.

K. Grooming should be checked throughout the day in a private place.

L. Exercise regularly.

M. Practice good posture.

GROOMING AND HYGIENE

TM-1

III

UNIT III

GROOMING, HYGIENE, AND NUTRITION

ACTIVITY SHEET 1--SELF-IMPROVEMENT

Directions: Put a "✓" in the box that answers the question most honestly. No one will see this but you. It will not affect your grade. It is simply to help you look at yourself as you work on self-improvement.

DO YOU . . .	Always	Usually	Sometimes	Rarely
1. Bathe daily?				
2. Wash hair as needed?				
3. Keep fingernails and toenails clean and neat?				
4. Get enough exercise?				
5. Use deodorant or antiperspirant daily?				
6. Wear clean clothes?				
7. Brush teeth at least twice a day?				
8. Control your weight?				
9. Have your teeth checked by a dentist on a regular basis?				
10. Get enough sleep?				
11. Have hair styled and trimmed regularly?				
12. Use dental floss?				
13. Use a mouth freshener?				
14. Check your appearance in the morning and off and on throughout the day?				
15. Have regular physical checkups?				
16. Select clothing that looks good with your body features?				
17. Make sure clothing is pressed and free of lint and hair?				
18. Polish your shoes and make sure they are in good repair?				
19. Check to make sure that your colors or prints go well together?				

20.	Organize your purse or billfold regularly?			
21.	Check to make sure your hosiery fits well and is free from runs and snags?			
22.	Use cologne and aftershave lotion in the proper amounts?			
23.	Shave facial hair when needed (males)?			
24.	Shave legs and underarms regularly (females)?			
25.	Use makeup in the most attractive manner (females)?			
26.	Buy clothes wisely, avoiding expensive fad items?			
27.	Budget clothing purchases and plan ahead?			
28.	Practice good posture?			
29.	Try to improve your personal grooming habits daily?			
30.	Think that you are better groomed than you were a year ago?			

UNIT III

GROOMING, HYGIENE, AND NUTRITION

INFORMATION SHEET 2--NUTRITIONAL HABITS AND WEIGHT CONTROL

I. Terms and Definitions

A. Anemia--body condition in which blood cells lack iron

B. Calorie--a unit of measurement for warmth and energy obtained from foods

C. Iodine--a mineral that regulates the thyroid gland

D. Minerals--chemicals that are important parts of each body cell and help regulate the body

E. Nutrients--foods that nourish

F. Protein--nutrients that build and repair body tissue

G. Vitamins--good nutrients that control body processes and help the body use energy

II. Eating Proper Foods

A. Select from all basic food groups each day.

1. Milk--includes cheese, ice cream, and other milk-made foods

2. Meat--includes meats, fish, and poultry

3. Vegetables and fruits--includes dark green and yellow vegetables, citrus fruit or tomatoes

4. Breads and cereals--includes grain products

B. Recommended servings for teenagers

1. Milk--four servings

2. Meat--two or more servings

3. Vegetables and fruits--four or more servings

4. Breads and cereals--four servings

C. Proper foods and exercise will help keep your weight within the range recommended for your height.

III. Food Nutrients

A. Calories

1. Used by the body for warmth

2. Provide energy for daily activities

B. Protein

(NOTE: Teenagers need large amounts of protein for body building and development of muscles.)

1. Build and repair body tissue

2. Sources--eggs, milk, lean meat, cheese, dried beans, peanuts

C. Minerals

1. Build bones and teeth

2. Regulate body functions

3. Sources

a. Calcium--milk, milk products

b. Iron--liver, lean beef, dried fruits, eggs, flour, leafy vegetables, shellfish

D. Iodine

1. Regulate thyroid gland

2. Too little causes the body to store food as fat

3. Sources

a. Iodized salt

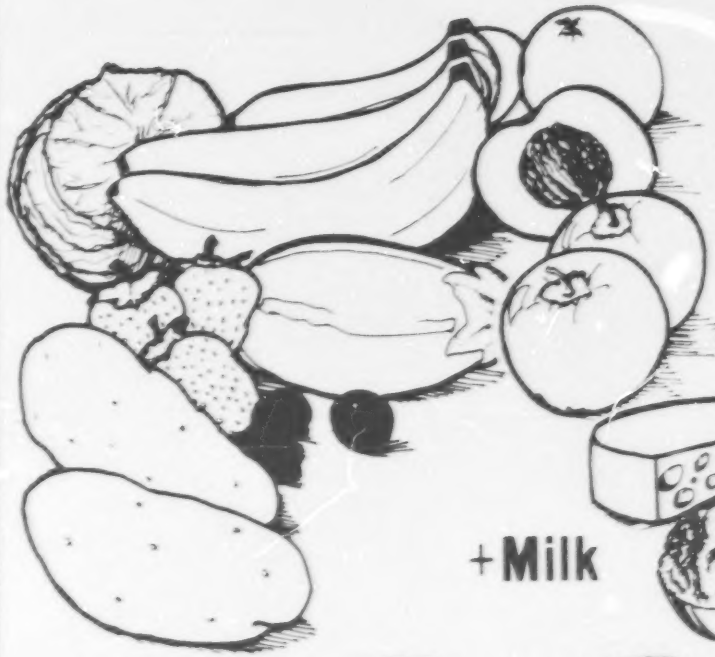
b. Seafoods

E. Vitamins

1. Control body processes

2. Assist the body in the use of energy sources

FOOD GROUPS

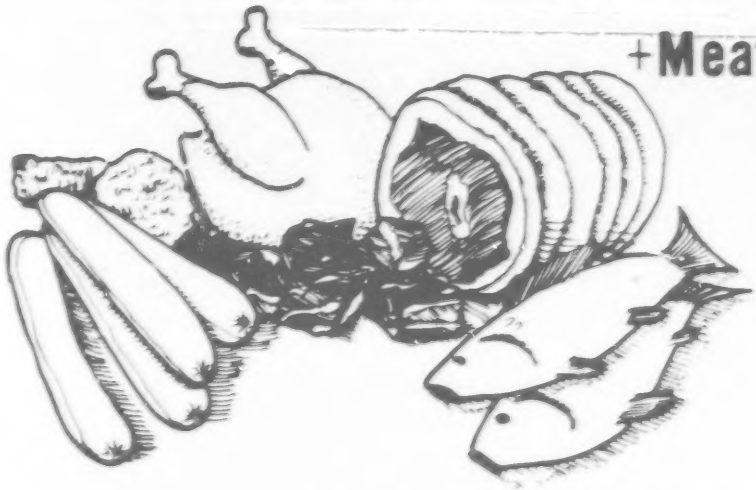


Vegetables

+Milk

+Breads & Cereals

+Meats=



Good Health!

TM-2

WEIGHT CHART FOR BOYS

Ht. Ins	Age 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Ht. Ins
38	34	34														38
39	35	35														39
40	36	36														40
41	38	38	38													41
42	39	39	39	39												42
43	41	41	41	41												43
44	44	44	44	44												44
45	46	46	46	46	46											45
46	47	48	48	48	48											46
47	49	50	50	50	50	50										47
48		52	52	53	53	53										48
49		55	55	55	55	55	55									49
50		57	58	58	58	58	58	58								50
51			61	61	61	61	61	61								51
52			63	64	64	64	64	64	64							52
53			66	67	67	67	67	68	68							53
54				70	70	70	70	71	71	72						54
55				72	72	73	73	74	74	74						55
56				75	76	77	77	77	78	78	80					56
57					79	80	81	81	82	83	83					57
58					83	84	84	85	85	86	87					58
59						87	88	89	89	90	90	90				59
60						91	92	92	93	94	95	96				60
61							95	96	97	99	100	103	106			61
62							100	101	102	103	104	107	111	116		62
63							105	106	107	108	110	113	118	123	127	63
64								109	111	113	115	117	121	126	130	64
65								114	117	118	120	122	127	131	134	65
66									119	122	125	128	132	136	139	66
67									124	128	130	134	136	139	142	67
68										134	134	137	141	143	147	68
69										137	139	143	146	149	152	69
70										143	144	148	148	151	155	70
71										148	150	151	152	154	159	71
72											153	155	156	158	163	72
73											157	160	162	164	167	73
74											160	164	168	170	171	74

TM-3

WEIGHT CHART FOR GIRLS

Ht. Ins	Age														Ht. Ins
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
38	33	33													38
39	34	34													39
40	36	36	36												40
41	37	37	37												41
42	39	39	39												42
43	41	41	41	41											43
44	42	42	42	42											44
45	45	45	45	45	45										45
46	47	47	47	48	48										46
47	49	50	50	50	50	50									47
48		52	52	52	52	53									48
49		54	54	55	55	56	56								49
50		56	56	57	58	59	61	62							50
51			59	60	61	61	63	65							51
52			63	64	64	64	65	67							52
53			66	67	67	68	68	69	71						53
54				69	70	70	71	71	73						54
55				72	74	74	74	75	77	78					55
56					76	78	78	79	81	83					56
57					80	82	82	82	84	88	92				57
58						84	86	86	88	93	96				58
59						87	90	90	92	96	100	103	104		59
60						91	95	95	97	101	105	108	109	111	60
61							99	100	101	105	108	112	113	116	61
62							104	105	106	109	113	115	117	118	62
63								110	110	112	116	117	119	120	63
64								114	115	117	119	120	122	123	64
65								118	120	121	122	123	125	126	65
66									124	124	125	128	129	130	66
67									128	130	131	133	133	135	67
68									131	133	135	136	138	138	68
69										135	137	138	140	142	69
70										136	138	140	142	144	70
71										138	140	142	144	145	71

TM-4

UNIT III

GROOMING, HYGIENE, AND NUTRITION

ACTIVITY SHEET 2--WHAT DO YOU EAT?

Directions: During the next two days make a list of all the foods you eat. Put the foods into one of the right food groups (meat, milk, vegetables and fruit, bread and cereal). When this is completed, answer the following questions:

FOODS EATEN

	DAY ONE	DAY TWO
Meat		
Milk		
Vegetables/ Fruit		
Bread/ Cereal		

1. Am I eating the correct amounts in all four food groups?

2. What am I lacking?

3. How can I add these to my diet?

UNIT III

GROOMING, HYGIENE, AND NUTRITION

INFORMATION SHEET 3--WARDROBE PLANNING

I. Terms and Definitions

A. Accessories--jewelry and extra clothing items

B. Durable--ability to last a long time

C. Harmonize--combining color and style

D. Wardrobe--the clothing one has available to wear

E. Workmanship--quality of work shown

II. Clothing Selection

A. Clothing should be practical for the wearer and easy to care for.

B. When selecting new items, the buyer should check

1. Fit and comfort
2. Purpose and place to be worn
3. Body shape
4. Price of items and your own budget
5. Workmanship
6. Fabric type and upkeep
7. Color, line, and style
8. Durability
9. How well it harmonizes with other items in your wardrobe

C. Clothing for work must be

1. Comfortable
2. Durable
3. Safe
4. Suitable and well fitting
5. Easily kept clean

D. Neatness is a MUST

1. Clothes must be clean and well pressed.
2. Clothes must be free from rips, tears, missing buttons, sagging hemlines, etc.
3. Hem lengths and necklines should not be extreme.
4. Simple clothing is usually the best choice.
5. Too sporty or too dressy clothing is not proper in the office.
6. Clothing should be kept clean, polished, and in good repair.
7. Hosiery must be free from snags and runners.
8. Undergarments should not show either below, above, or under outer clothing.
9. Jewelry should be kept simple.
10. Well-fitted clothing is always in good taste.

UNIT III

GROOMING, HYGIENE, AND NUTRITION

ACTIVITY SHEET 3--WARDROBE PLANNING

Directions: Using clothing catalogs, newspapers, and magazines, plan your wardrobe for a week. Cut out the clothes you would wear and include all accessories. Plan clothing for work, school, parties, and home. Paste up your clothing selections on paper and display your new "attire" to your class members. Have other classmates comment on your selections.

(NOTE: This activity is for both males and females.)

UNIT III

GROOMING, HYGIENE, AND NUTRITION

ACTIVITY SHEET 4--EVALUATE YOUR CLOSET

Directions: List all the clothes in your closet and group them according to where they will be worn. The chart below can be used as a guide. Can you discard some garments? Do you need someth.ng new?

Active Sports	Casual	School	Formal
Things to discard:			
Things to add:			

UNIT III

GROOMING, HYGIENE, AND NUTRITION

ACTIVITY SHEET 5--WARDROBE BUDGETING

Directions: With $350, plan a wardrobe, using one or more department store catalogs. This wardrobe is to be planned for both leisure time and office wear. Make sure the wardrobe does not cost more than the amount of money you have.

UNIT III

GROOMING, HYGIENE, AND NUTRITION

UNIT TEST--PART 1

A. Match the terms to their correct definitions by placing the correct letter in the blanks at the left.

_____1.	Cosmetics	a.	to file and buff nails and to trim cuticles
_____2.	Immaculate	b.	very clean
_____3.	Hand and body lotion	c.	preparation that keeps underarms odor-free
_____4.	Manicure	d.	thin, dead skin at sides and base of fingernails
_____5.	Deodorant	e.	beauty-aid products
_____6.	Cuticle	f.	preparation that keeps underarms dry
_____7.	Antiperspirant	g.	cream or liquid used to make skin soft and smooth

B. Place an "X" beside each item below that is a good grooming habit.

_____ 1. Bathe weekly

_____ 2. Exercise regularly.

_____ 3. Shampoo hair daily if needed.

_____ 4. Brush teeth every three days.

_____ 5. Shave monthly.

_____ 6. Manicure nails regularly.

_____ 7. Have hair trimmed once a year.

_____ 8. Do not brush or comb hair.

_____ 9. Never use antiperspirant or deodorant.

_____10. Practice good posture.

UNIT III

GROOMING, HYGIENE, AND NUTRITION

UNIT TEST--PART 2

A. Match the terms to their correct definitions by placing the correct letter in the blanks at the left.

_____1.	Anemia	a. good nutrients that regulate body processes and help the body use energy
_____2.	Calorie	b. nutrients that build and repair body tissue
_____3.	Iodine	c. foods that nourish
_____4.	Minerals	d. chemicals that are important parts of each body cell and help regulate the body
_____5.	Nutrients	e. a mineral that regulates the thyroid gland
_____6.	Protein	f. a unit of measurement for warmth and energy obtained from foods
_____7.	Vitamins	g. body condition where blood cells lack iron

B. List the four basic food groups and give an example of each.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____

UNIT III

GROOMING, HYGIENE, AND NUTRITION

UNIT TEST--PART 3

A. Match the terms to their correct definitions by placing the correct letter in the blanks at the left.

_____1.	Workmanship	a.	jewelry and extra clothing items
_____2.	Harmonize	b.	cuality of work snown
_____3.	Durable	c.	the clothing you have available to wear
_____4.	Accessories	d.	combining style and color
_____5.	Wardrobe	e.	ability to last a long time

B. List at least six qualities to look for when selecting a new item of clothing.

_____ _____

_____ _____

_____ _____

C. Briefly describe some of the things necessary for clothing worn in an office.

D. List five important rules for neatness in the office.

_____

_____

_____

_____

_____

UNIT IV

HUMAN RELATIONS

UNIT OBJECTIVE

After completion of this unit of instruction, the student should have an increased understanding of him/herself and others which will lead to better human relations in the classroom, on the job, and in personal relationships. The student will have a chance to examine and evaluate his/her personality, attitudes, values, and goals. He/she will learn that it is within his/her power to make changes in these areas which will improve the student's chances for a more fulfilling life. He/she will learn some important aspects of understanding other people which should be demonstrated by improved relationships in the classroom.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Complete a personality rating sheet
2. Complete an attitude comparison sheet
3. Complete a values rating sheet
4. Write short-, medium-, and long-term goals
5. Know how to build trust
6. Know more about his/her classmates and the different traits they possess

UNIT IV

HUMAN RELATIONS

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material in your program.

B. Design a bulletin board about human relations.

C. Arrange for a guest speaker to discuss human relations.

II. Objectives Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--KNOWING YOURSELF

1. Explain the terms and definitions to the students.

2. Discuss personality traits and the importance of studying them. Discuss how to improve personality. Do ACTIVITY SHEET 1.

3. Discuss attitudes and values with the students. Do ACTIVITY SHEETS 2 and 3.

4. Discuss the different types of goals. Do ACTIVITY SHEET 4.

B. INFORMATION SHEET 2--GETTING ALONG WITH OTHERS

1. Discuss with the students the methods of building trust. Do ACTIVITY SHEET 5.

2. Discuss with the students the methods of getting to know others. Do ACTIVITY SHEET 6.

3. Discuss with the students the importance of accepting others. Do ACTIVITY SHEET 7. Divide the class into three groups for this activity.

4. Discuss with the students the importance of listening to others. Do ACTIVITY SHEET 8.

5. Discuss with the students the importance of holding to one's own values while cooperating.

IV. Transparency Masters

(NOTE: Transparency masters are included in the students' manuals and can be used as Information Sheets.)

A. TM-1--TRAITS OF A GOOD PERSONALITY

B. TM-2--ATTITUDES

C. TM-3--GOALS

D. TM-4--TRUST

E. TM-5--VALUES

V. Evaluation--Human relations should be an area where the individual evaluates him/herself. Therefore, a unit test is not included.

VI. References

A. Eggland, Steven A. and John W. Williams. Human Relations in Business. Cincinnati: South-Western Publishing Co., 1977.

B. Hawley, Robert C. and Isobel L. Hawley. Human Values in the Classroom. New York City: Hart Publishing Co., Nc., 1975.

C. Human Relations in Business, Student Manual. Columbus: Agricultural Education Services, Ohio State University, 1971.

D. Laird, Donald A. et al. Psychology Human Relations and Motivation. 5th ed. New York: Gregg and Community College Division, McGraw-Hill Book Company, 1975.

E. Meehan, James R., William R. Pasewark, and Mary Ellen Oliverio. Clerical Office Procedures. 5th ed. Cincinnati: South-Western Publishing Co., 1973.

F. Russon, Allen R. Personality Development for Business. 4th ed. Cincinnati: South-Western Publishing Co., 1973.

UNIT IV

HUMAN RELATIONS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-8

Evaluated to the satisfaction of the instructor

UNIT IV

HUMAN RELATIONS

INFORMATION SHEET 1--KNOWING YOURSELF

I. Terms and Definitions

A. Ability--the power or natural talent or skill to do something

B. Alert--watchful and prompt

C. Counselor--a person who is trained to give advice

D. Event--something that happens

E. Expression--a look that shows how you think or feel

F. Grooming--the act of making something neat and tidy

G. Honest--being fair and not lying, stealing, or cheating

H. Intelligence--the ability to learn and understand

I. Patience--showing calm and self-control

J. Personality--all traits that are shown by a person

K. Polite--having or showing good manners

L. Posture--the way you hold your body

M. Respect--thinking highly of someone or something

N. Rude--without respect for others

O. Self-confidence--belief in yourself

P. Supervisor--the person in charge

Q. Tact--saying or doing the right things without causing anger or hurt feelings

R. Trait--a special quality of your character

S. Zeal--great interest and enthusiasm about something

II. Personality--all traits (emotions, attitudes, habits, behaviors) that are shown by a person

A. Reasons for studying personality

1. To help us understand ourselves

2. To help us understand others

3. To better live in our society

4. To improve our personalities

B. Steps to improving personalities

1. Decide that your personality can be improved.

2. Find out how your personality rates.

3. Study this rating trait-by-trait.

4. Decide what you can do to improve your personality.

C. Traits of a good personality

1. Cheerfulness

2. Friendliness

3. Self-confidence

4. Tactfulness

III. Attitude--a way of acting or behaving that shows what you are thinking or feeling

A. Positive--does some good or helps in some way

B. Negative--does not help or improve in some way

C. Attitudes are under each person's own control.

D. Events should never control your attitude.

E. Attitudes can be improved.

F. A good attitude is a sign of maturity (acting older).

IV. Values--your beliefs or ideals

A. Everyone has his/her own personal value system.

B. The thoughts and ideas that are used by a person become his/her values.

C. Many factors affect the building of values.

1. People
2. Places
3. Things

D. Values affect your ideas about honesty, loyalty, and many other important rules of conduct.

V. Goals--the aim or purpose or end that you try to reach

A. Why set goals

1. Goals help you get ahead in life.

2. You can get more done and do a better job if you set a goal.

B. Types of goals

1. Short-term goals--something you can do today or in a few days

2. Medium-term goals--something you can do in less than a year to achieve a long-term goal

3. Long-term goals--something that will take longer than one year to complete

C. Goal guidelines

1. Goals must be your own choice; other people's goals will not work.

2. You must believe in the goal you set.

3. Goals must be reachable using your own abilities.

4. The goal must be clearly set so you know when you have reached it.

TRAITS OF A GOOD PERSONALITY

CHEERFULNESS

FRIENDLINESS

TACTFULNESS

SELF-CONFIDENCE

TM-1

ATTITUDES

TM-2

GOALS

Short-Term Goals

Very specific short goals covering a time period of a few days to a week

Medium Term Goals

Cover a time period of less than a year and are used to achieve long range goals

Long Term Goals

Very general, flexible goals covering a long period of time — a year or more

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 1--PERSONALITY RATING SHEET

Directions: Use the rating sheet below to score your own personality. Remember that only you will see this paper, so be honest. Find the traits that you would like to improve and start today to change them.

TRAIT	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Posture					
2. Facial expression					
3. Health					
4. Grooming					
5. Dress					
6. Speech					
7. Body movements					
8. Ability to reason					
9. Desire to work					
10. Zeal					
11. Interest in others					
12. Honesty					
13. Courtesy					
14. Dependability					
15. Manners					
16. Respect for others					
17. Self-control					
18. Belief in oneself					
19. Ability to be trusted					
20. Loyalty					
21. Willingness to change					
22. Ability to decide					
23. Ability to accept negative comments					
24. Tact					
25. Cheerfulness					
26. Alertness					
27. General knowledge					

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 2--ATTITUDE RATING SHEET

Directions: Place a "✓" beside each attitude that best describes you. No one but you will see this. It will not affect your grade. It is simply to help you look at yourself as you work on self improvement.

	POSITIVE		NEGATIVE
_____ 1.	Friendly	_____ 1.	Shy
_____ 2.	Hard working	_____ 2.	Lazy
_____ 3.	Cheerful	_____ 3.	Gloomy
_____ 4.	Alert mind	_____ 4.	Wandering mind
_____ 5.	Confident	_____ 5.	Unsure
_____ 6.	Enjoys people	_____ 6.	Prefers to be alone
_____ 7.	Patient	_____ 7.	Impatient
_____ 8.	Enjoys humor	_____ 8.	Serious
_____ 9.	Careful	_____ 9.	Careless
_____10.	Uses time wisely	_____10.	Wastes time
_____11.	Follows orders well	_____11.	Won't take orders
_____12.	On time	_____12.	Late
_____13.	Honest	_____13.	Dishonest
_____14.	Tactful	_____14.	Tactless
_____15.	Neat	_____15.	Sloppy
_____16.	Ready smile	_____16.	Frequent frown
_____17.	Loyal	_____17.	Disloyal
_____18.	Never gossips	_____18.	Gossips often
_____19.	Polite	_____19.	Rude
_____20.	Thoughtful	_____20.	Thoughtless
_____	Total positive points	_____	Total negative points

Each "✓" is worth two points. Add up your score. If your score totals fewer negative points than positive points, you are off to a good start in the attitude department. Decide today to improve your attitude. You are in control of your "attitude tape"--let only the good attitudes be recorded. Erase the bad attitudes and see if your outlook on life improves daily. It would be a good idea to take this test on the first day of every month during the next year to see if your attitude is improving.

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 3--VALUES

Directions: Rate each of the following items according to how important it is to you.

SCALE: 0 1 2 3 4 5 6 7 8 9 10

0 = not important
5 = neutral
10 = very important

_____ 1. Equal rights for all people

_____ 2. Having a lot of money

_____ 3. Respect from others

_____ 4. Owning many expensive things

_____ 5. Going to church

_____ 6. A medical check-up each year

_____ 7. A loving relationship

_____ 8. Being famous

_____ 9. Having many friends

_____10. Honesty

_____11. Giving parties

_____12. Going to college

_____13. Exercising regularly

_____14. A high-paying job

_____15. Giving to the needy

_____16. A secure and happy family life

_____17. Helping the sick and needy

_____18. Owning a lot of clothes

_____19. An honest, close friend

_____20. Taking vitamins

_____21. Being kind to animals

_____22. Respecting parents
_____23. Sleeping at least eight hours each night
_____24. Being the leader of a club
_____25. Self-confidence
_____26. Having children
_____27. Improving skills and talents
_____28. Religious beliefs
_____29. A good job
_____30. Seeking help from a counselor for a major problem
_____31. Belonging to a club or a social group
_____32. Obeying all laws and rules

Eight values are shown below. Write the number (rating) you gave each item beside the number of the item. Total the numbers in each column. This can judge how you value certain things.

HUMANISM

Item No.	Rating
1.	_____
15.	_____
17.	_____
21.	_____
Total	_____

HEALTH

Item No.	Rating
6.	_____
13.	_____
20.	_____
23.	_____
Total	_____

FAMILY

Item No.	Rating
7.	_____
16.	_____
22.	_____
26.	_____
Total	_____

MONEY

Item No.	Rating
2.	_____
4.	_____
14.	_____
18.	_____
Total	_____

FAME/POWER

Item No.	Rating
3.	_____
8.	_____
24.	_____
29.	_____
Total	_____

SOCIAL

Item No.	Rating
9.	_____
11.	_____
19.	_____
31.	_____
Total	_____

RELIGION/MORALITY

Item No.	Rating
5.	_____
10.	_____
28.	_____
32.	_____
Total	_____

PERSONAL GROWTH

Item No.	Rating
12.	_____
25.	_____
27.	_____
30.	_____
Total	_____

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 4 -- ESTABLISHING MY GOALS

Directions: Complete the following form concerning your goals as completely as possible. These goals may be temporary or firm. Underline those you think of as firm.

GOALS	EDUCATIONAL/ TRAINING	CAREER	INTEREST/ HOBBIES	PERSONAL
Short-term (Today, this week, or this month)				
Medium-term (This semester or this year)				
Long-term Next year				
Two years				
Five years				
Ten years				

ACTIVITY SHEET

UNIT IV

HUMAN RELATIONS

INFORMATION SHEET 2--GETTING ALONG WITH OTHERS

I. Trust--a strong belief that some person or thing is honest and can be depended on

   A. Building a personality that people trust is an important part in building a happy life.

   B. You must be careful to maintain the trust when sharing another person's feelings.

II. Getting to Know Others

   A. An important part of getting to know other people is the ability to ask questions that will encourage them to talk about themselves.

   B. Make it a habit to learn a person's name; it is an important part of that person.

III. Accepting People as They Are

   A. Because no one is perfect, it is important to realize what traits cause people to act as they do.

   B. It is important to pay less attention to the negative traits of a person and look more at his/her positive traits.

TRUST

TO BUILD TRUST IS TO
LISTEN WITH YOUR EARS
AND KEEP YOUR MOUTH SHUT

TM-4

VALUES

PEOPLE'S IDEAS OF WHAT IS IMPORTANT

SOCIAL

FAMILY

MONEY

FAME/POWER

PERSONAL GROWTH

HEALTH

RELIGION/MORALITY

HUMANISM

TM-5

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 5--BUILDING TRUST

Trust is an important part of human relations. You learn to trust other people by being open and honest with them about your feelings. They learn to trust you as they tell you about their feelings. Listen carefully when people talk about their feelings because they are trusting you with a very private part of themselves.

Directions: Answer the following questions. Be as open and honest as you can be.

1. I am most happy when _____

_____

2. I am most afraid of _____

_____

3. I like people who _____

_____

4. I don't like people who _____

_____

5. I get angry when _____

_____

6. I love _____

_____

7. I am most embarrassed when _____

_____

8. I had hurt feelings when _____

_____

9. I am most happy when _____

_____

10. I feel sad when _____

Look back at these statements. Are there any that you would share with the class? Take turns going around the room and share one of your answers with the group. Keep going around the room until everyone has shared all they care to share at this time.

Are there any answers that you would share only with a friend? Are there others that you would share only with a parent? Which would you share with your co-workers? Which would you share with your supervisor at work?

Discuss the following questions:

1. Why are you not willing to tell the whole class everything that you wrote?

2. Do you think that people might make fun of some of your answers which contain your personal thoughts and feelings? Would you make fun of someone else's answers?

3. Do you think that this activity has increased your trust in others in the group?

4. Do you think that you would be a happier person if you could be more trusting of people?

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 6--LEARNING ABOUT CLASSMATES

Directions: This activity will let you get to know the people in your class. You may learn new things about them. Choose a person whom you do not know very well. Ask your classmate the questions on the student information sheet and write down the answers.

Introduce yourself. Say, "My name is _____."

Then ask, "What is your name?" _____

Next, ask the following questions:

A. What grade are you in? _____

B. What is your favorite class? _____

C. What other schools have you gone to? _____

D. What kinds of work do you do to earn money? _____

_____

E. Do you have any brothers or sisters? _____ Names & Ages _____

_____

F. What do you do in your spare time? _____

_____

G. What special events have happened to you during the past year? _____

_____

H. What do you plan to do in the future? _____

_____

I. If you had a million dollars, what is the first thing you would buy? _____

_____

ACTIVITY SHEET

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 7--HOW PEOPLE ARM THEMSELVES

Most people wear masks as a way of keeping themselves from having hurt feelings. You may find your own mask in the list below. If you look carefully, you will find the masks of some people you have met. Once someone considers you his/her friend, he/she will feel like taking off their mask. You may be allowed to "peek under the mask" if you understand the person and why he/she has chosen that mask to wear.

Directions: Choose a member of the group to play the part of one of the personality types described. Have the others in the group apply the suggested methods and any other methods they can suggest for getting the person to remove his or her "mask." You may choose to write a script and practice before presenting it to the group as a whole or you may choose to make up the lines as you go along.

1. Do you know someone who wears the mask of the SHY PERSON? A shy person has learned to guard against being hurt by sometimes acting rude or stern. He/she may seem like a snob to others, but the shy person is really afraid of people. He/she may act as if he/she thinks he/she is better than another person, but he/she really feels that he/she is not as good as the next person. It is very painful for the shy person to be around people he/she does not know very well. You can help the shy person take off the mask if you:

   a. Act as if you do not know he/she is shy.

   b. Ask him/her to do favors for you.

   c. Look into the shy person's eyes when you talk, even if he/she does not look into yours.

   d. Ask his/her opinions and really listen to what the shy person has to say.

2. Do you know someone who wears the mask of the WORRIER? A person who wears the mask of the worrier is someone who is full of fear. The worrier is afraid that he/she will make a mistake, afraid that he/she will lose his/her job, afraid that he/she won't learn fast enough. The worrier does not want to let people know he/she is afraid, but fear is hard to hide. You can help the worrier remove the mask by:

   a. Showing the person that you believe in him/her

   b. Keeping the worrier busy so that he/she forgets his/her fear

   c. Being extra kind to him/her

   d. Being relaxed with him/her

   e. Letting the worrier know that you have fears, too

3. Do you know someone who wears the mask of the BUSY BEE?

The person who wears the mask of the busy bee, does not have time for friendship. That person has learned to act busy because he/she would not want others to think that he/she is lazy. The busy bee will have every minute of his/her day planned and may brag about it. You can help the busy bee relax and take off the mask by:

a. Asking the person about his/her interests.

b. Trying to get the person to talk about things outside school such as movies, sports, television, music, family.

c. Ask the person to join you in something that would be fun for both of you. Do not take no for an answer the first time; keep asking. The busy bee needs to be pushed to relax and have fun.

UNIT IV

HUMAN RELATIONS

ACTIVITY SHEET 8--LISTENING FEEDBACK

This is an experience of really listening to another person's feelings as well as words. You can learn a lot about other people and about yourself by answering the following questions.

Divide into groups of two. Decide which person in the pair will go first and who will go second. Read statement number one silently together. The first person then completes the statement aloud to the second person. The second person responds with "What I hear you saying is . . ." and repeats briefly in his/her own words what the first person said. Do the same thing with each question. You may say "pass" if the answer is too personal to share aloud. It is important to answer truthfully and not the way you think your partner expects you to answer.

Do not try to answer all the questions in one day. It will take more than an hour to answer all the statements. However, this could be a most rewarding time if taken seriously.

A. 1. I am proud when . . .

2. I give gifts that are . . .

3. I think school is . . .

4. I handle money . . .

5. My family . . .

6. Something I learned lately is . . .

7. I have thought a lot about . . .

8. It was hard to do, but I . . .

9. It was hard to do, but I did not . . .

10. We have a tradition or custom in my family of . . .

B. 1. Elderly people . . .

2. My strongest point is . . .

3. I would be willing to die for . . .

4. I would fight for . . .

5. I would argue for . . .

6. A turning point in my life was . . .

7. The saddest I have ever felt was . . .

8. I was sad when . . .
9. A high point in my life was . . .
10. An experience I would like to have . . .

C. 1. Something I have not come to a firm stand on is . . .
2. I missed a chance to . . .
3. One of the happiest times of my life was when . . .
4. If I were 20 years old . . .
5. If I could start all over again . . .
6. My bluest days are . . .
7. I am best at . . .
8. My feelings get hurt when . . .
9. I am afraid of . . .
10. The people I work easiest with are . . .

D. 1. My employer is . . .
2. My teacher is . . .
3. I get mad when . . .
4. People who expect a lot from me make me feel . . .
5. I am different from most people in that I . . .
6. I wish I had kept quiet about . . .
7. I prepared a . . .
8. I made a good purchase on . . .
9. I helped my family . . .
10. I helped someone outside my family . . .

E. 1. I try to be an example to little children by . . .
2. If I had a million dollars I would . . .
3. If I had the powers of Superman or Wonderwoman . . .
4. My children will never have to . . .

UNIT V

JOB APPLICATION AND INTERVIEW

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify the correct procedures used in the job application process. This knowledge will be evidenced through demonstration and by successfully completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit of instruction, the student will be able to:

1. Identify skills necessary for employment in a business office
2. Identify sources used when seeking employment
3. List sections included in a resume
4. Demonstrate the ability to:
   a. Locate and use a variety of sources for finding a job
   b. Prepare a personal inventory form
   c. Prepare a resume
   d. Write a letter of application
   e. Complete an application form
   f. Interview for a job
   g. Write a follow-up letter

JOB APPLICATION AND INTERVIEW

NOTES TO THE INSTRUCTOR

I. Preparation for Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material in your program.

B. Gather any resources and references necessary to provide additional information to supplement the unit.

C. Obtain application forms from various companies for use in this unit.

D. Gather classified ad sections of various newspapers for use in this unit.

E. Obtain the series of slide/tape presentations from the Occupational Curriculum Laboratory, East Texas State University to reinforce the information presented in each of the Information Sheets.

F. Design a bulletin board to illustrate the information presented in this unit, such as advertisements, samples of letters of applications, resumes, etc.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--QUALIFICATIONS FOR OFFICE EMPLOYEES

1. Discuss the information presented.

2. Show slide/tape presentation, Recognizing Skills Necessary for Employment in a Business Office. Emphasize the importance of developing these skills.

3. Arrange for a person from an employment agency or an employer to visit the class and discuss the qualifications employers are looking for in office employees.

4. Provide students with the classified sections of newspapers.

5. Have students complete ACTIVITY SHEET 1.

B. INFORMATION SHEET 2--SOURCES TO USE WHEN SEEKING EMPLOYMENT

1. Provide examples of each source listed in the Information Sheet.

2. Discuss the information using the examples to illustrate the discussion.

3. Show slide/tape presentation, Sources to Use When Seeking Employment.

4. Arrange for representatives from private and public employment agencies to speak to the class about services provided, fees charged, etc.

5. Have students complete ACTIVITY SHEETS 2 and 3. Provide them with the classified sections of various newspapers.

C. INFORMATION SHEET 3--PREPARING A RESUME AND LETTER OF APPLICATION

1. Discuss with the students resumes and application letters.

2. Show slide/tape presentation, Preparing a Resume and Writing a Letter of Application.

3. Do ACTIVITY SHEETS 4, 5 and 6.

D. INFORMATION SHEET 4--JOB INTERVIEW PROCESS

1. Discuss the steps in preparing for an interview and what to do during an interview.

2. Discuss the content and writing of a follow-up letter.

3. Show slide/tape presentation, The Job Interview Process.

4. Arrange for a resource person to speak on the process of applying for a job, emphasizing the application form, employment tests, and the interview. (Use a business advisory member or a person from an employment agency.)

5. Have students complete ACTIVITY SHEETS 7, 8 and 9. Provide them with other application forms for extra practice.

6. Arrange for a person to conduct mock interviews with the students. (Use employers from your business advisory committee or from businesses in your community.)

IV. Transparency Masters

(NOTE: Transparency masters are included in the Student Manual and can be used as Information Sheets.)

A. TM-1--QUALIFICATIONS FOR OFFICE EMPLOYEES

B. TM-2--TYPES OF ADVERTISEMENTS

C. TM-3--RESUME

D. TM-4--LETTER OF APPLICATION

E. TM-5--FOLLOW-UP LETTER

V. Evaluation

A. The Unit Test is divided into four parts.

(NOTE: Each part covers one Information Sheet)

B. Various approaches may be used in testing

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for the students.)

1. Give each part of the test after completion of each Information Sheet.

2. Use the test as an assignment for the students.

3. Some students may respond better to an oral test with the instructor.

4. The instructor should add evaluation questions for any material added to the unit.

VI. Answers to the Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Archer, Fred, et al. General Office Procedures. Hightstown: Gregg Division, McGraw-Hill Book Company, 1975.

B. Barr, Doris. Writing, Listening, and Speaking for Business and Professional Students. Belmont: Wadsworth Publishing Co., 1972.

C. Berbrich, Joan D. Writing Practically. New York: AMSCO School Publications, Inc., 1976.

D. Blackledge, Walter L. et al. The Job You Want--How to Get It. Cincinnati: South-Western Publishing Co., 1975.

E. Bostwick, Burdette E. Resume Writing: A Comprehensive How-To-Do-It Guide. New York: John Wiley and Sons, 1980.

F. Burtness, Paul and Alfred Clark, Jr. Effective English For Business Communications. Cincinnati: South-Western Publishing Co., 1980.

G. Greet, Helen Hinkson. The Secretary: An Integrated Block Program. Hightstown: McGraw-Hill Book Co., 1978.

H. Hanna, J. Marshall, et al. Secretarial Procedures and Administration. Cincinnati: South-Western Publishing Co., 1978.

I. Krey, Isabelle, and Bernadette Metzler. Principles and Techniques of Effective Business Communication. New York: Harcourt, Brace, Javanovich, Inc., 1976.

J. Kushner, John A. and Helen J. Keily. How to Find and Apply for a Job. 3rd. ed. Cincinnati: South-Western Publishing Co., 1975.

K. McDaniels, Carl. Finding Your First Job. Hanover: Houghton-Mifflin, 1980.

L. Occupational Curriculum Laboratory. Occupational Investigation Guides: Economic and Societal Factors Instructional Guide. Commerce: East Texas State University, 1984.

M. Oliverio, Mary Ellen and William Pasewark. Secretarial Office Procedures. Cincinnati: South-Western Publishing Co., 1977.

N. Pasewark, William and Mary Ellen Oliverio. Clerical Office Procedures. Cincinnati: South-Western Publishing Co., 1978.

UNIT V

JOB APPLICATION AND INTERVIEW

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

M A E N T H U S I A S M T O T R P
Q B E M K J L E N O J L U Y V H D
O C F H I O S M I F L M N S W K G
D O P L G I R N T G K O R V Q F I
R N N O P J C O I V T N Y L Y X J
P F O V W K Q P A V O R M A N S L
S I V F X L A Y T H T S C L L Z E
B D T D Y M B Z I I U J D K P T M
C E R E E N Q Z V W V W L N O P Y
T N D S R O P A E X E K J X X Z O
M T S D A L B I H G F L M A R O Q
U I C L B R E L I A B I L I T Y S
V A C W X A L K T F Y J X H T V B
Q L C P G L M I J G I Z J I G W Q
K I V X Z V H N V H P Q P P F X D
L T Z W X V S T B O L C R E M Z P
A Y E C O N G E N I A L I T Y A G

ACTIVITY SHEETS 2-9

Evaluated to the satisfaction of the instructor.

UNIT V

JOB APPLICATION AND INTERVIEW

ANSWERS TO UNIT TEST

PART 1

A.

	1.		6.
✓	2.	✓	7.
✓	3.	✓	8.
	4.	✓	9.
✓	5.	✓	10.

B.

1.	h	5.	e
2.	a	6.	g
3.	b	7.	f
4.	c	8.	d

PART 2

1.	m	9.	h
2.	l	10.	c
3.	b	11.	e
4.	k	12.	d
5.	j	13.	f
6.	n	14.	g
7.	i	15.	o
8.	a		

PART 3

A. A resume is a profile of background and qualifications of an applicant; also called a data sheet, or vita

B. Any four of the following:

Educational background	School and community activities
Employment history	Special skills
References	Honors and awards
Personal data	

C.

1.	F	6.	F
2.	F	7.	T
3.	T	8.	F
4.	T	9.	F
5.	T	10.	T

D.

1.	3	5.	4
2.	1	6.	4
3.	2	7.	2
4.	1	8.	3

ANSWERS TO TEST

PART 4

A. 1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. T
10. T

B. 1. c
2. c
3. d
4. e
5. d

UNIT V

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 1--QUALIFICATIONS FOR OFFICE EMPLOYEES

Regardless of the size or type of business, persons looking for office positions must have certain basic skills in order to get a clerical or secretarial job. These skills include:

I. A Good Understanding of the English Language

   A. In order to communicate with people with whom you come in contact

   B. To be able to use words that say exactly what you want to say so that you are not misunderstood

II. A Knowledge of Correct Grammar and Punctuation Usage

   A. To be able to recognize grammar and punctuation errors

   B. To be able to correct grammar and punctuation

III. The Ability to Spell Words Correctly

IV. The Ability to Do Basic Arithmetic

   A. To check figures for accuracy

   B. To be able to enter figures into a calculator correctly

V. The Ability to Produce Work Quickly and Accurately

VI. Legible Handwriting

VII. The Ability to Use Reference Books

VIII. Skills Necessary for the Job for Which You Are Hired

   A. Typewriting--required of most office positions

   B. Offset duplicator--required for print shops

   C. Sorting, filing, and retrieving information--one of the most common skills required

   D. Using office machines

   E. Using the telephone

   F. Handling the mail

IX. Skills That Each Employee Uses to Relate to Other People

   A. Confidentiality--not discussing, repeating, or sharing company business with others

B. Congeniality--the ability to get along with other people

C. Emotional stability--the ability to work under pressure and stress

D. Enthusiasm--a good attitude about life, your job, and your employer

E. Initiative--the quality which you show when you see things that need to be done and do them without being told

F. Loyalty--a positive attitude towards and about the boss, the company, and fellow workers

G. Organizational ability--being able to plan, set priorities, and follow up on assigned tasks to be sure they are completed on time

H. Reliability--being dependable, prompt, trustworthy

QUALIFICATIONS FOR OFFICE EMPLOYEES

- A good understanding of the English language
- A knowledge of correct grammar and punctuation usage
- The ability to spell words correctly
- The ability to do basic arithmetic
- The ability to produce work quickly and accurately
- Legible handwriting
- The ability to use reference books
- Human relations

TM-1

189

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 1--WORD FIND

Directions: Find and circle the word for the following definitions.

1. A good attitude about your life, your job, and your employer _____
2. A positive attitude toward and about the boss, the company, and fellow workers _____
3. The quality which you show when you see things that need to be done and do them without being told _____
4. Not discussing, repeating, or sharing company business with others _____
5. The ability to get along with other people _____
6. Being dependable, prompt, trustworthy _____

M A E N T H U S I A S M I O T R P
Q B E M K J L E N O J L U Y V H D
O C F H I O S M I F L M N S W K G
D O P L G I R N T G K O R V Q F I
R N N O P J C O I V T N Y L Y X J
P F O V W K Q P A V O R M A N S L
S I V F X L A Y T H T S C L L Z E
B D T D Y M B Z I I U J D K P T M
C E R E E N Q Z V W V W L N O P Y
T N D S R O P A E X E K W X X Z O
M T S D A L B I H G F L M A R O Q
U I C L B R E L I A B I L I T Y S
V A C W X A L K T F Y J X H T V B
Q L C P G L M I J G I Z J I G W Q
K I V X Z V H N V H P Q P P F X D
L T Z W X V S T B O L C R E M Z P
A Y E C O N G E N I A L I T Y A G

UNIT V

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 2--SOURCES TO USE WHEN SEEKING EMPLOYMENT

I. Terms and Definitions

A. Advertisement--a public notice telling about a job opening

B. Applicant--a person who applies or asks for a job

C. Employer--a person or company for whom other people work

D. Employment--your work, trade, or profession

E. Qualifications--any skill, experience, or special training that fits a person for some work

F. Resume--a record of the work experience and education of a person applying for a job

G. Salary--a fixed amount of money paid at regular times, as once a week, for work done

II. Selecting Possible Employers or Companies

A. Know the type of employment you desire.

B. Be aware of the kind and level of position for which you are qualified.

C. Prepare a list of possible employers or companies.

1. Include the following information:

a. Names

b. Addresses

c. Telephone numbers

2. Organize the list by rating your choices for employment.

III. Sources of Employment

A. Classified section of the newspaper

1. Used to

a. Announce job openings

b. Search for qualified employees

INFORMATION

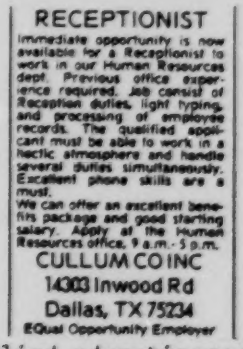
2. Includes the following information

   a. The position being advertised

   b. The qualifications required of the applicant

   c. The salary that will be paid

3. Types of employment advertisements



RECEPTIONIST

Immediate opportunity is now available for a Receptionist to work in our Human Resources dept. Previous office experience required. Job consist of Reception duties, light typing, and processing of employee records. The qualified applicant must be able to work in a hectic atmosphere and handle several duties simultaneously. Excellent phone skills are a must.

We can offer an excellent benefits package and good starting salary. Apply at the Human Resources office, 9 a.m.-5 p.m.

CULLUM CO INC
14303 Inwood Rd
Dallas, TX 75234
EQual Opportunity Employer

   a. Identified advertisement

      (1) the company seeking the applicants

      (2) the location of the company

      (3) information about the available position

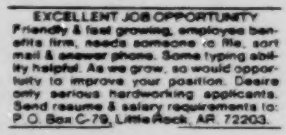
   b. Blind advertisement

      (1) does not identify the company

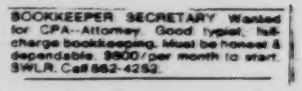
      (2) provides an address or telephone number where resumes may be sent or inquires may be made

      (3) lists salary and qualifications for the position

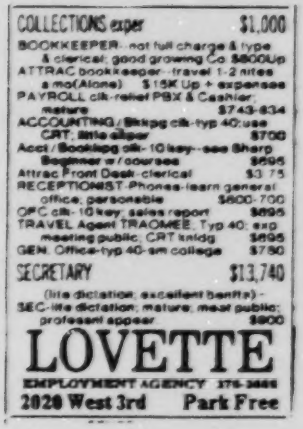
      (4) enables the employer to screen applicants on the basis of letters and resumes



EXCELLENT JOB OPPORTUNITY
Friendly & fast growing, employee benefits firm, needs someone to file, sort mail & answer phone. Some typing ability helpful. As we grow, so would opportunity to improve your position. Desire only serious hardworking applicants. Send resume & salary requirements to: P.O. Box C-79, Little Rock, AR. 72203.



BOOKKEEPER SECRETARY Wanted for CPA--Attorney. Good typist, full-charge bookkeeping. Must be honest & dependable. $900/per month to start. SWLR. Call 862-4252.



COLLECTIONS exper $1,000
BOOKKEEPER- not full charge & type & clerical; good growing Co. $800Up
ATTRAC bookkeeper- travel 1-2 nites a mo(Alone) $15K Up + expenses
PAYROLL clk-relief PBX & Cashier; mature $743-834
ACCOUNTING/Bkkpg clk-typ 40;use CRT; little super $700
Acct/Bookkpg clk-10 key--see Sharp Beginner w/courses $595
Attrac Front Desk-clerical $3.75
RECEPTIONIST-Phones-learn general office; personable $600-700
OFC clk-10 key; sales report $695
TRAVEL Agent TRAOMEE. Typ 40; exp meeting public; CRT knldg $695
GEN. Office-typ 40-sm college $780
SECRETARY $13,740
(lite dictation; excellent benfits)-
SEC-lite dictation; mature, meet public; professnl appear $800
LOVETTE
EMPLOYMENT AGENCY 378-3466
2020 West 3rd Park Free

   c. Employment agency advertisement

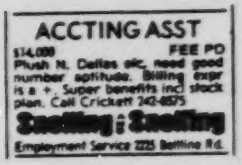
      (1) placed by an employment agency

      (2) used to

         (a) seek applicants for specific jobs

         (b) find clients to fill positions that may become available in the near future

BEST COPY AVAILABLE



(3) Requires that a fee be paid either

(a) by the firm seeking the employee, or

(b) by the person hired for the position advertised

d. Temporary employment service advertisement

(1) provide workers for companies that need people temporarily

(2) would be employed by the agency

e. Situation wanted advertisement

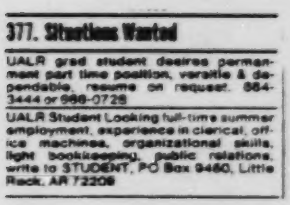
(1) placed by the person seeking employment

(2) describes:

(a) the work sought by the applicant

(b) the qualifications of the applicant

(c) phone number or address for contacting the applicant


377. Situations Wanted
UALR grad student desires permanent part time position, versatile & dependable, resume on request. 664-3444 or 666-0726
UALR Student Looking full-time summer employment, experience in clerical, office machines, organizational skills, light bookkeeping, public relations, write to STUDENT, PO Box 9460, Little Rock, AR 72209

B. School placement office

1. A service usually available free of charge to students at that school

2. Requires applicant to register with the office

3. Maintains and makes available an up-to-date list of employers who are seeking applicants

4. Arranges for employers to visit and interview applicants

5. Arranges for students to interview with the visiting employer

C. Employment agencies

1. Temporary employment agencies

a. Find the jobs for you

BEST COPY AVAILABLE

b. Pay you to work for someone else

c. Provide temporary positions

d. Pay fees. Collect from employing firm.

2. Public employment agencies

a. Represent employers

b. Accept your resume and application

c. Refer you to an interested company for an interview

d. Charge no fee

3. Private employment agencies

a. Accept your resume and application

b. Refer you to an interested company for an interview

c. May require either employers who use the agency or applicants who obtain the jobs to pay the fee

D. Civil Service announcements

1. List positions available in government agencies

2. Offer separate announcements for state and federal positions

3. Usually require examinations to be taken

4. May be obtained by contacting the nearest U.S. Government office of personnel management for a list of openings and examination information

5. City and county announcements available at city hall or county courthouse

E. Miscellaneous sources

1. Chamber of Commerce

2. Yellow Pages directory

3. Personnel offices for companies

4. Union halls

5. Company directories and trade journals obtained from the library and/or placement office.

6. Personal contact, such as friends, relatives, and work associates.

a. Often provide possible "leads" to check out

b. May give your name to someone who can be of help to you

TYPES OF ADVERTISEMENTS

- IDENTIFIED
- TEMPORARY
- BLIND
- EMPLOYMENT AGENCY
- SITUATION WANTED

TM-2

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 2--SOURCES OF INFORMATION

Directions: Using the classified section of the newspaper, select four advertisements in which you would be interested and for which you would be qualified. Record the appropriate information on the form below. Cut out the ads selected, and identify the type of employment advertisement by writing "identified," "blind," or "employment agency" at the top of each ad. Staple the ads to this page.

	TYPE OF JOB	SALARY	QUALIFICATIONS REQUIRED
1.	_____	_____	_____
			_____
			_____
			_____
2.	_____	_____	_____
			_____
			_____
			_____
3.	_____	_____	_____
			_____
			_____
			_____
4.	_____	_____	_____
			_____
			_____
			_____

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 3--SOURCES OF EMPLOYMENT

Directions: In the spaces below, prepare a list of sources available in your community.

	INFORMATION SOURCE	PHONE NUMBER
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

UNIT V

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 3--PREPARING A RESUME AND LETTER OF APPLICATION

Once you have found a job for which you want to apply, the next step is to prepare a resume.

I. Terms and Definitions

A. Personal inventory form--a form used to record all information to be included on a resume

B. Resume--a profile of background and qualifications of an applicant; also called a data sheet, or vita

II. Organization of Resume

A. Sections

1. Arrangement

a. Include only one topic in each.

b. Label according to the information contained.

c. Provide an aid to the reader in locating information.

2. Section titles may include

a. Educational background

b. Employment history

c. References

d. Personal data

e. School and community activities

f. Special skills

g. Honors and awards

B. Format

1. Required sections

a. Arrangement may vary.

b. Place identification section first.

c. Arrange the remaining sections according to the job requirements.

EXAMPLE: If the ad stresses the need for specific skills, you should place the special skills section at the beginning of the resume.

2. Optional sections

a. Personal data

b. Organizational activities

c. Honors and awards

III. Writing the Resume

A. Get to the point.

1. Prepare a separate resume if applying for several jobs which stress different qualifications.

2. Limit the resume to one page.

3. Include those facts important to the job for which you are applying.

4. Omit unimportant information, such as:

a. Your personal data

b. Organizational activities unrelated to the job

c. Explanations

d. Self-evaluations

5. Prepare a personal inventory before writing the resume. (See Sample 1.)

B. Give complete information.

1. Skills

a. Include the office skills you have, such as:

(1) typing speed

(2) duplicating skills

(3) various office machines you can operate

(4) other skills

b. List them in such a way that they can be read quickly and easily.

2. Work experience

a. Include the following information for each job

(1) name, address, and telephone number of the company

(2) the dates of employment

(3) your job title

(4) the name and title of your supervisor

(5) a brief description of the duties performed

b. Include any relevant work experience, such as:

(1) military service

(2) volunteer work

c. Begin with the job you have now, and work backwards

d. Omit this section if you have no previous experience.

3. Educational background

a. Begin with the highest level of education you have completed.

b. Include the following information for each entry:

(1) the name and address of school

(2) the degree earned and the years in which you earned them

(3) the year you graduated

(4) major area of study

(5) courses completed that best prepared you to do the job for which you are applying

4. School and/or community activities

a. Only those activities related to the job you want

b. The following information for each entry:

(1) names of organizations

(2) offices held

(3) years served in office

5. Honors and awards

a. Honors and awards relevant to the job you want

b. May include

(1) recognition in a skill contest

(2) recognition for outstanding leadership or job performance

6. Personal data

(NOTE: This section is often omitted.)

a. Should be placed near the end of the resume

b. Could include the following information

(1) height

(2) weight

(3) social security number

(4) health

(5) date of birth

(6) marital status

7. References

a. With each reference entry, include

(1) name and job title

(2) address

(3) telephone number

b. Should include three persons who can tell an employer what kind of worker you are

(NOTE: Obtain permission of these persons before using their names.)

c. These references may be omitted and the statement "References will be furnished upon request," may be included below the section title.

C. Typing the resume

1. Use quality bond paper.

2. Type your resume neatly, or have it printed professionally.

3. Arrange the information on the resume so that it will be easy for the employer to read.

4. Prepare several original copies.

IV. Letter of Application

After the resume is completed a letter of application is prepared to accompany the resume.

A. Purpose

1. Provides an opportunity for you to sell yourself to an employer

2. Serves as the initial contact with a company

3. Gives the employer a first and lasting impression of you

B. Content of letter

1. Paragraph one

a. Serves as introduction to the rest of the letter

b. Tells the reader what job you are applying for and how you learned of the job opening

2. Paragraph two

a. Tells the reader what skills you have that would enable you to do the job

b. Gives achievements or qualifications you have that would make you especially valuable in this position

3. Paragraph three

a. Provides the opportunity for you to be creative and to really sell yourself

b. Tells the reader what makes you, above every other applicant, the right person for this job

4. Paragraph four

a. Restates your interest in the job

b. States that you want to arrange a personal interview at the employer's convenience

c. Gives a specific date on which you will call to arrange for the interview (Include your telephone number so that the employer can reach you quickly and easily.)

C. Typing the letter

1. Produce a letter that is neat and free of errors.

2. Place your return address directly above the dateline, aligned with the closing line of the letters.

3. Keep the letter to one page in length.

RESUME

Jan Williams
815 N. Winnetka
Dallas, Texas 75214

EXPERIENCE:

September, 19-- to present	Library Aide, Blank High School, 127 Lost Street, Dallas, TX 75214
June-August Summer, 19--	Inventory Clerk, Popular Department Store, Northgate Shopping Center, Dallas, TX.

EDUCATION:

High School: W. T. White High School; 4505 Ridgeside, Dallas, Texas 75214
Will graduate, May, 19--.

Office Duplication Practice provided the following training:

Typing (35 words per minute)	Telephone Techniques
Recordkeeping	Filing Procedures
Offset Procedures	Layout and Design
Platemaking	

Office Machines I Can Operate:

Typewriter	Stencil Duplicator
Offset	Calculator
Microcomputer	Fluid Duplicator

School and Community Activities:

Secretary of Vocational Office Careers Clubs of Texas
Member of 4-H Club

REFERENCES:

Mr. John Smith 1234 Washington Dallas, TX 75214 214/384-4334	Mrs. Ana D. Guerra 8223 Hisbiscus Dallas, TX 75241 214/445-2334	Mr. James Watwood 3635 Greenleaf Dallas, TX 75214 214/371-1311

TM-3

LETTER OF APPLICATION

815 N. Winnetka
Dallas, TX 75214
June 24, 19--

Ms. Mary Anderson, Manager
Clive and Clive Lumber Co.
3605 Davis Road
Dallas, TX 75217

Dear Ms. Anderson:

The file clerk position you advertised in today's Times Herald sounds interesting. Since I feel confident I am qualified for this position, please consider me an applicant for the job.

You indicated in the advertisement that the person hired must be familiar with a variety of filing systems. In my Office Duplication class, I learned the basic filing procedures, and I feel certain I could adapt to your system or systems. In addition, I am skilled in the operation of various calculators, duplicators, and copiers.

As you will note on the enclosed resume, I have been exposed to general office procedures. I feel this would shorten the time usually needed to train a new employee and would provide you with a productive employee from the start.

I am anxious to discuss this position with you. Therefore, I will telephone your office on July 1 to arrange for a personal interview. If you wish to contact me before that date, I can be reached at 214/383-7214.

Sincerely,

Jan Williams

Enc.

TM-4

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 4--PERSONAL INVENTORY

Directions: Complete the personal inventory form provided with this activity. As you fill in the form, keep your handwriting neat, and make sure the information is complete and accurate. Keep this form so that you may use it in completing Activity 5.

(NOTE: If you have more work experience, education, or belong to more organizations than there is space for on the personal inventory form, record this information on a separate sheet of paper.)

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 4--PERSONAL INVENTORY FORM

PERSONAL INFORMATION

Name _____

Current Address _____

Permanent Address _____

Height _____ Health _____

Weight _____ Marital Status _____

Social Security No. _____ Birthdate _____

* * * * *

EDUCATION

School _____ Anticipated Graduation Date _____

Location _____

Vocation Program _____

Clerical Skills _____

Duplication Skills _____

Other Related Courses _____

* * * * *

ORGANIZATION AFFILIATIONS (List all student, job-related, civic, and social groups, committees, associations, task forces, etc. with which you actively work{ed}.)

Name of Organization or Group _____

Address of Organization or Group _____

_____

Type of Organization or Group _____

Your Position or Membership Type _____

Special Responsibilities or Accomplishments _____

_____

_____

Years of Membership _____ to _____

* * * * *

SPECIAL PROJECTS (List community, employment, or course-related projects in which you are/were actively involved. Include years of involvement.)

_____

_____

_____

_____

_____

* * * * *

REFERENCES (State that references will be furnished upon request, or list names, positions, addresses, and telephone numbers of references.)

_____

_____

_____

_____

_____

* * * * *

WORK EXPERIENCE (List all jobs held, beginning with the most recent one first. Include both paid and unpaid work experience.)

Job Title _____

Company Name _____

Company Address _____

Department in Which Employed _____

Immediate Supervisor _____
(Name and Title)

Inclusive Dates of Employment _____ to _____

If Part-time, Regularity of Work _____
(Hrs. per Week/Month)

Number of People Supervised _____

Major Job Responsibilities _____

_____

_____

_____

_____

_____

* * * * *

MILITARY INFORMATION

Branch of Service _____

Attained Rank _____ Time in Service _____

Training Received _____

_____

_____

Special Accomplishments, Achievements, or Contributions _____

_____

_____

Date of Discharge _____

ACTIVITY SHEET

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 5--PREPARING A RESUME

Directions: Using the personal inventory form you completed in Activity 4, prepare your resume for a position for which you feel qualified.

EXAMPLE: file clerk, offset assistant, typist, etc.

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 6--WRITING A LETTER OF APPLICATION

Directions: Following the steps listed in Information Sheet 3, prepare a letter of application to accompany the resume prepared in Activity 5.

UNIT V

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 4--JOB INTERVIEW PROCESS

I. Preparation for the Interview

A. Schedule an appointment, remembering to:

1. Identify yourself to the person who answers the telephone.

2. State the purpose of the call.

3. Request an appointment time at the convenience of the employer.

B. Prepare a list of:

1. Things to do before the interview

2. Items to take with you on the interview, such as:

a. Your resume

b. Letters of recommendation

c. A pen or pencil

d. Six references, addresses, and phone numbers

C. Plan your wardrobe.

1. Dress conservatively.

2. Be neat and clean.

3. Avoid extremes in hair styles, clothing, jewelry, or makeup

D. Gather information

1. Find out about the company with whom you are interviewing.

a. Write to the company for literature on the history and organization of the company.

b. Talk to employees of the company.

2. Know yourself.

a. Know why you want the job.

b. Know important facts and data about yourself.

c. Prepare a list of questions you want to ask.

II. Application Forms and Employment Tests

A. Application forms

Before the interview you may be required to fill out an application form. Remember these suggestions:

1. Read through the form before you begin to record any information.

2. Use a typewriter or a pen to complete the form.

3. Fill in every blank on the form.

4. Place the letters NA (not applicable) in the space if a statement does not apply to you.

5. Use your resume to help you in filling out the form.

B. Employment tests

As a part of the application process, you may be asked to take an employment test.

1. Purpose of tests:

a. Enables you to demonstrate the skills you possess.

b. Allows the employer to observe how you perform under pressure.

2. Types of employment tests

a. A timed typing test of at least five minutes

b. Others that may be required

(1) use a calculator

(2) produce mailable letters

(3) prepare typewritten tables

(4) proofread

(5) take an English usage test

III. Job Interview

A. General guidelines

1. Go to the interview alone. (Leave friends or relatives at home.)

2. Be on time.

3. Pay special attention to your appearance.

B. Specific guidelines

1. Introduce yourself and state the purpose of the appointment.

a. If an offer to shake hands is made, firmly shake the interviewer's hand.

b. Remain standing until you are offered a chair.

2. Allow the interviewer to conduct the interview.

3. Speak in a clear and pleasant voice.

4. Look the interviewer in the eyes when talking or listening.

5. Be confident and relaxed.

a. Place your hands on your lap or on the arms of your chair.

b. Avoid nervous habits, such as chewing gum, smoking, "playing" with objects, etc.

6. Be truthful and to the point when answering questions.

7. Know what questions you want to ask about the company or about the job, such as:

a. Duties to be performed

b. Company policies

c. Other work-related subjects

8. Let the interviewer close the interview.

IV. Follow-up letter

A. Purpose

1. To thank the employer for the opportunity to interview

2. To reaffirm interest in the position

3. To inform the employer of your decision

B. Content of letter

1. Brief and to the point (See TM-5)

2. Paragraph one

a. Express appreciation for being given the opportunity to interview.

b. Include the position for which you applied and the date on which you interviewed.

3. Paragraph two

   a. Restate your interest in the position.

   b. Mention something positive about your visit or some unique qualifications that would make you the best person for the job.

4. Final paragraph

   a. Tell the interviewer that you are looking forward to a decision from the company.

   b. Restate the address and phone number at which you can be reached.

FOLLOW-UP LETTER

815 N. Winnetka
Dallas, TX 75214
July 2, 19--

Ms. Mary Anderson, Manager
Clive and Clive Lumber Co.
3605 Davis Road
Dallas, TX 75217

Dear Ms. Anderson:

Thank you for the opportunity to discuss with you on May 1 my qualifications for the file clerk position with your company. I was impressed with the benefits and opportunities offered by your company.

I am interested in the job and feel that my educational background and experience would help me in fulfilling the required duties.

If you need additional information, you may reach me at 214/386-7214.

Sincerely,

Jan Williams

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 7--PREPARING AN APPLICATION FORM

Directions: Using the resume prepared in Activity Sheet 5, complete the application form provided.

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 8--JOB INTERVIEW ROLE PLAYING

Directions: In groups of two, interview each other. One person should act as the employer while the other person should pretend to be looking for a job. After 15 minutes, change roles. Sample interview questions could be used.

Can you forget what you've learned and learn to do things our way?

How would you rate your training for this job? Very good? Good? Fair? Why?

Do you plan to continue your studies while on the job? Why or why not?

What kind of job do you want? Why do you want this kind of work?

What do you know about our company?

Why do you want to work for this company?

What skills or qualifications do you have that show you can do the job?

What are your ideas about salary?

What is your career goal? How does this job relate to your goal?

Do you like to work alone or do you prefer working with other people?

If your're not hired for this job, would you consider any other job with this company?

Tell me about yourself.

What have you done that shows you have initiative and can handle responsibility?

What jobs have you held? How did you get them? Why did you leave?

Have you ever been fired? Why?

What have you learned from your past jobs?

How do you spend your spare time?

Why should I hire you for this job?

UNIT V

JOB APPLICATION AND INTERVIEW

ACTIVITY SHEET 9--WRITING A FOLLOW-UP LETTER

Directions: Prepare a follow-up letter, addressing it to the person who interviewed you in Activity 8. Assume that you have not been offered the job, but indicate that you are interested in working for the company.

UNIT V

JOB APPLICATION AND INTERVIEW

UNIT TEST--PART 1

A. Place a "✓" by the skills required for a basic clerical or secretarial job.

_____ 1. A good knowledge of a foreign language

_____ 2. The ability to spell words correctly

_____ 3. The ability to do basic arithmetic

_____ 4. Illegible handwriting

_____ 5. The ability to use reference books

_____ 6. Inability to use office machines

_____ 7. The ability to retrieve information

_____ 8. The ability to work quickly and accurately

_____ 9. The ability to use office machines

_____ 10. The ability to type

B. Match the following terms to their definitions by placing the correct letter in the space at the left.

_____ 1. Enthusiasm

_____ 2. Congeniality

_____ 3. Emotional stability

_____ 4. Reliability

_____ 5. Initiative

_____ 6. Loyalty

_____ 7. Organizational ability

_____ 8. Confidentiality

a. the ability to get along with people

b. the ability to work under pressure and stress

c. being dependable, prompt, and trustworthy

d. not discussing, repeating, or sharing company business with others

e. the quality which you show when you see things that need to be done and do them without being told

f. being able to plan, set priorities, and to follow up on assigned tasks to be sure they are completed on time

g. a positive attitude toward and about the boss, the company, and fellow workers

h. a good attitude about your life, your job, and your employer.

UNIT V

JOB APPLICATION AND INTERVIEW

UNIT TEST--PART 2

Match the following terms to their definitions by placing the correct letter in the space at the left.

_____ 1. Employer

_____ 2. Employment

_____ 3. Advertisement

_____ 4. Applicant

_____ 5. Qualifications

_____ 6. Resumes

_____ 7. Salary

_____ 8. Identified advertisement

_____ 9. Blind advertisement

_____ 10. Temporary employment advertisement

_____ 11. Civil service announcement

_____ 12. Public employment agency

_____ 13. Private employment agency

_____ 14. School placement office

_____ 15. Classified section

a. advertisement which lists the company seeking employment

b. a public notice telling about a job opening

c. agency which pays you to temporarily work for someone else

d. agency that represents employers and charges no fee

e. lists positions available in government agencies

f. agency that usually requires a fee be paid by the applicant or the employer

g. placement service that is free of charge to present or former students

h. provides only an address or telephone number where resumes may be sent and inquiries made

i. fixed amount of money paid at regular times for work done

j. any skill, experience, or special training that fits a person for some work

k. a person who applies or asks for a job

l. your work, your trade, or your profession

m. a person or company for whom other people work

n. a record of the work experience and education of a person applying for a job

o. advertisement which lists the company seeking employment, location of the company, and information about the position

UNIT V

JOB APPLICATION AND INTERVIEW

UNIT TEST--PART 3

A. What is a resume?

B. List four section titles found in a resume.

1. _____

2. _____

3. _____

4. _____

C. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. A resume should be at least two pages.

_____ 2. A resume should include unimportant information.

_____ 3. A resume should list the skills one has.

_____ 4. In listing your educational background, list the highest level of education first.

_____ 5. The work experience section on a resume should begin with the job you have now and work backwards.

_____ 6. On a resume, list all of your school or community activities.

_____ 7. The personal data section on a resume could be omitted.

_____ 8. Resumes may be handwritten.

_____ 9. It is not necessary to obtain permission from people before using their names on a resume.

_____ 10. Another name for resume is data sheet.

D. There are usually four paragraphs in a letter of application. Indicate which paragraph the following should be in:

_____ 1. Provides the opportunity for you to be creative and to really sell yourself

_____ 2. Serves as an introduction to the rest of the letter

_____ 3. Gives achievements or qualifications you have that would make you especially valuable in this position

_____ 4. Tells the reader what job you are applying for and how you learned of the job opening

_____ 5. Restates your interest in the job

_____ 6. States that you want to arrange a personal interview at the employer's convenience

_____ 7. Tells the reader what skills you have that would enable you to do the job

_____ 8. Tells the reader what makes you, above every other applicant, the right person for this job

UNIT V

JOB APPLICATION AND INTERVIEW

UNIT TEST--PART 4

A. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. When scheduling an appointment, you should identify yourself to the person who answers the telephone.

_____ 2. In dressing for the interview, you should wear something extreme so the employer will remember you.

_____ 3. Before the interview, find out all you can about the company.

_____ 4. On the application form, if you do not know an answer leave it blank.

_____ 5. The purpose of an employment test is to demonstrate the skills you have.

_____ 6. When going to the interview, always take a friend.

_____ 7. If an offer is made to shake your hand during an interview, firmly shake the interviewer's hand.

_____ 8. Never sit down before the employer offers you a chair.

_____ 9. Avoid nervous habits during the interview.

_____ 10. The first paragraph in the follow-up letter should express your appreciation.

B. Complete the following statements by placing the letter of the correct answer in the space at the left.

_____ 1. In preparing for an interview, the first thing you should do is:

a. arrange for a friend to go with you

b. write a "thank you" letter

c. schedule an appointment

_____ 2. You should take the following items with you on an interview:

a. letter of application, personal inventory sheet, your resume, and your mother

b. resume, letters of recommendation, a pen and pad, correcting utensils, and word division manual

c. your, resume, letters of recommendations, a pen or pencil, and six references

_____ 3. You may be required to:

a. fill out an application form

b. compose a letter

c. take an employment test

d. a and c

_____ 4. During the interview, you should:

a. be confident and relaxed

b. conduct the interview yourself

c. be truthful

d. let the interviewer close the interview

e. a, c, and d

_____ 5. The follow-up letter should:

a. thank the employer for the interview

b. reaffirm interest in the position

c. have at least 3 paragraphs

d. all of the above

e. none of the above

UNIT VI

JOB SUCCESS

UNIT OBJECTIVE

After completing this unit of instruction, the student should be able to identify terms, definitions, and procedures involved in developing proper job attitudes. The student will be able to identify important factors in job success, explain the differences between a positive attitude versus a negative attitude, and in role-playing situations, demonstrate the ability to identify ethical conduct. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student should be able to:

1. Match terms and definitions related to job success
2. Explain the importance of a proper job attitude
3. Know what showing a positive attitude includes
4. Know what showing a negative attitude includes
5. Identify what employees may expect from employers
6. Identify what employers expect from employees
7. Identify ways to get along with fellow employees
8. Recognize ethical conduct on the job
9. List steps in starting a job
10. List steps in keeping a job
11. Identify reasons why people lose their jobs
12. Identify those factors involved in terminating a job
13. Discuss factors considered for employee promotions
14. Complete a variety of assignments that will aid in promoting job success

UNIT VI

JOB SUCCESS

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material in your program.

B. Design a bulletin board about job success.

C. Arrange for a guest speaker to discuss job success.

II. Objective Sheet

A. Review all objectives and then add or delete to meet your own program needs.

B. Review and discuss with students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--INTRODUCTION

1. Explain the terms and definitions to the students. Do ACTIVITY SHEET 1.

2. Discuss the importance of a proper attitude. Do ACTIVITY SHEETS 2 and 3.

B. INFORMATION SHEET 2--EMPLOYER AND EMPLOYEE EXPECTATIONS

1. Discuss employee and employer expectations. Do ACTIVITY SHEETS 4 and 5.

2. Discuss getting along with co-workers. Do ACTIVITY SHEET 6.

3. Discuss ethical conduct on the job. Do ACTIVITY SHEET 7.

C. INFORMATION SHEET 3--KEEPING YOUR JOB

1. Discuss steps to follow in starting and maintaining a job. Do ACTIVITY SHEET 8.

2. Discuss the reasons people lose their jobs. Do ACTIVITY SHEET 9.

3. Discuss how to terminate a job and what to do if you are fired.

4. Discuss employee promotions. Do ACTIVITY SHEET 10.

IV. Transparency Masters

(NOTE: Transparency masters are included in the Student's Manual and may be used as Information Sheets.)

A. TM-1--HAVE A GOOD ATTITUDE

B. TM-2--EMPLOYEES EXPECT TO BE TREATED FAIRLY

C. TM-3--EMPLOYERS EXPECT THEIR WORKERS TO NOTIFY THEM IF THEY WILL NOT BE AT WORK

D. TM-4--GETTING ALONG WITH OTHER EMPLOYEES

E. TM-5--DON'T BE TOO FRIENDLY

F. TM-6--STEPS IN STARTING A NEW JOB

V. Evaluation

A. The Unit Test is divided into three parts.

(NOTE: Each part covers one Information Sheet.)

B. Various approaches may be used in testing.

(NOTE: Research indicates frequent testing on small units is more effective in developing retention for the students.)

1. Give each part of the test after completion of each Information Sheet.

2. Use the test as an additional assignment for the student.

3. Some students may respond better to an oral test with the instructor.

4. The instructor should add evaluation questions for any material added to the unit.

VI. Answers to the Test

A. Answers are based upon information covered in the unit.

B. For convenience in grading, add answer sheets to correspond to questions added to the test.

VII. References

A. Kimball, Grady. Activities for Succeeding in the World of Work. Bloomington, IL: McKnight Co., 1976.

B. Kimball, Grady. Individualized Related Instruction for Entering the World of Work. Bloomington, IL: McKnight Co., 1976.

C. Kimball, Grady. World of Work. Bloomington, IL: McKnight Co., 1976.

D. Mason, Louis. Human Relations at the Office. Portland, ME: Walch Publishers, 1973.

E. Russon, Allien. Personality Development for Business. Dallas, TX: Southwestern Publishing Co., 1973.

UNIT VI

JOB SUCCESS

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Across

1. Disciplinary
4. Reflect
8. Tactful
11. Criticism
12. Positive
14. Initiative
15. Obligation
16. Confidential

Down

2. Impression
3. Appropriate
5. Evaluation
6. Offensive
7. Enthusiasm
9. Considerate
10. Unique
11. Certain
13. Attitude

ACTIVITY SHEETS 2-7

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 8

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. T

ACTIVITY SHEET 9

The list should include some of the following reasons:

1. Displaying a poor attitude
2. Coming to work late or leaving early
3. Being dishonest by taking company equipment
4. Missing too many days from work
5. Not following company rules
6. Having creditors call the office too often for unpaid debts
7. Making too many personal phone calls during work hours
8. Not being able to get along with fellow employees
9. Not doing a fair share of work

10. Not following orders correctly
11. Not producing quality work
12. Not utilizing time efficiently

ACTIVITY SHEET 10

1. Seniority--Can be obtained by working for the same company for a long time or by having a good education or by long experience on the job.

2. Knowledge--To learn the job well can show the desire to learn skills of a more responsible position.

3. Quality of work--A job well done will indicate a greater success in a job with more responsibility.

4. Quantity of work--The amount of work produced can be used as the reason for moving an employee to a higher paying, more responsible position.

5. Initiative--Ability and determination to complete required tasks is important to job success and possible promotions.

6. Cooperation--Being able to work in agreement with other people is necessary for getting ahead in the job world.

7. Adaptability--Being able to learn new responsibilities, which at first were not required of the job, makes an employee more valuable to a company.

8. Adequate training--Job training is needed for most jobs. Better training means better jobs and better promotions.

9. Ability to get along on the job--Being able to work with others in a business helps the employee stay with the business.

UNIT VI

JOB SUCCESS

ANSWERS TO UNIT TEST

PART I

A.
1. d
2. l
3. b
4. i
5. o
6. q
7. m
8. a
9. f
10. p
11. g
12. h
13. c
14. j
15. e
16. k
17. n

B. Students' answers should include one or two of the following:

1. A proper job attitude is the most important part in job success.
2. Many new workers lose their jobs because of a poor attitude.
3. Your attitude shows your outlook on life.
4. Set goals and work toward them.
5. Attitude is shown by the way you act in the presence of others.

C. Any three of the following are correct:

1. being self-confident
2. smiling easily
3. willing to improve yourself
4. being able to see another person's point of view
5. taking pride in work
6. accepting criticism
7. seldom criticizing others
8. being considerate
9. looking directly in the eyes of other workers when talking
10. respecting the ideas and opinions of others
11. making excuses only if necessary
12. being alert

D. Any three answers of the following are correct:

1. not really caring about work
2. rarely smiling
3. being unwilling to change
4. not wanting to see another person's point of view
5. constant complaining
6. always blaming others
7. being critical
8. thinking only of one's self
9. unwilling or unable to keep direct eye contact
10. trying to force your ideas
11. always making excuses
12. feeling bored

PART 2

A.
1. employee
2. employer or employee
3. employee
4. employer
5. employee
6. employee
7. employer
8. employer
9. employer
10. employer
11. employer
12. employee
13. employer
14. employer
15. employer

B.
1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. T
9. T
10. F

PART 3

A.
1. Supervisor
2. Personnel
3. Writing
4. Replacement
5. Failure
6. Unsatisfactory
7. Negative
8. Personnel office
9. Contributed

B. Any four of the following:

1. Seniority
2. Knowledge of job
3. Quality of work
4. Quantity of work
5. Initiative
6. Cooperation
7. Adaptability
8. Adequate training
9. Ability to get along

C. Any four of the following:

1. Go to work a few minutes ahead of time.
2. Listen to instructions carefully.
3. Be friendly to fellow employees.
4. Try not to be overly anxious.
5. Report your mistakes to your immediate supervisor.

6. Learn company rules and regulations as soon as possible.
7. Think for yourself.
8. Keep your work area neat and clean.

D.
1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. T
11. T

E.
1. T
2. T
3. F
4. T
5. T
6. T
7. T
8. F

UNIT VI

JOB SUCCESS

INFORMATION SHEET 1--INTRODUCTION

I. Terms and Definitions

A. Appropriate--suitable or proper

B. Attitude--a way of acting or feeling about something or someone

C. Confidential--not talking about company business with anyone it does not concern

D. Considerate--aware of and respecting ideas and feelings of others

E. Criticism--judging if good or bad; pointing out faults

F. Disciplinary--enforcement of rules; giving punishment or making corrections

G. Enthusiasm--strong feeling of excitement; a strong desire

H. Evaluation--determining worth by careful study

I. Impression--how one sees something or someone

J. Initiative--one's own actions; the ability to get things started

K. Obligation--having a duty to perform; keeping a promise or contract

L. Offensive--being unpleasant, rude, distasteful, or embarrassing

M. Positive--being sure of something; having no doubt; certain

N. Reflect--cause as a result of one's actions

O. Success--achieving something you set out to do

P. Tactful--showing a sense of what is the right thing to do without causing hurt feelings

Q. Unique--being the only one of a kind; being different

II. Importance of a Proper Job Attitude

A. The most important part in job success is a good attitude.

B. Many new workers lose their jobs because of a poor attitude.

C. Generally, your attitude shows your outlook on life.

D. Set goals and work toward them.

E. Attitude is shown by the way you act in the presence of others.

III. A Positive Attitude Includes:

A. Being self-confident and natural

B. Smiling easily

C. Being willing to improve yourself, ideas, dress, behavior, and job whenever appropriate

D. Being able to see another person's point of view and ideas

E. Taking pride in work

F. Accepting criticism when mistakes are made

G. Seldom criticizing others, but if criticism is necessary, being tactful

H. Being considerate of what is good for or helpful to others

I. Looking directly into the eyes of other workers when talking with them

J. Respecting the ideas and opinions of others

K. Making excuses only if necessary

L. Being alert

IV. A Negative Attitude Includes:

A. Not really caring about work

B. Rarely smiling

C. Being unwilling to change

D. Not wanting to see another person's point of view

E. Constant complaining

F. Always blaming others for your own mistakes

G. Being critical of others

H. Thinking only of yourself

I. Being unwilling or unable to keep direct eye contact

J. Trying to force your ideas on other people

K. Always making excuses

L. Feeling bored

HAVE A GOOD ATTITUDE

TM-1

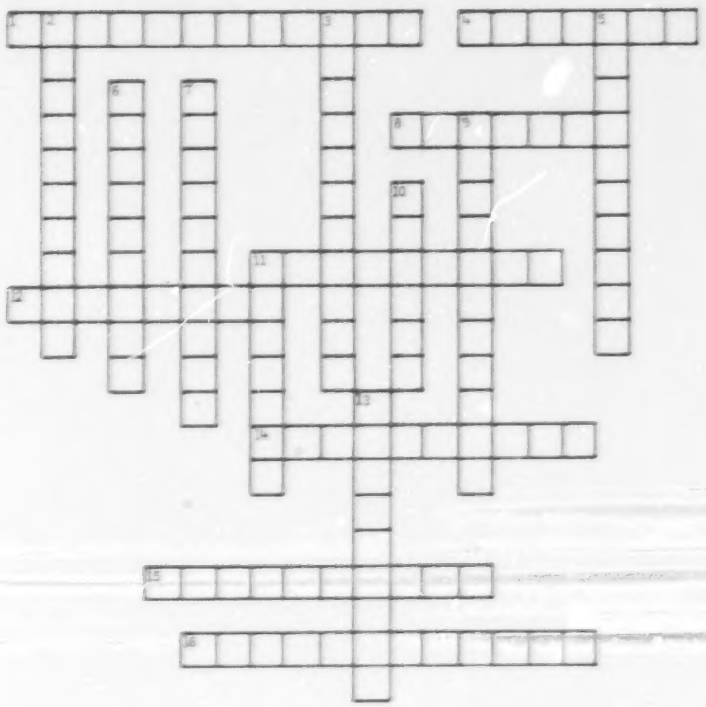
255

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 1--TERMS AND DEFINITIONS

Directions: Complete the crossword puzzle.



Across

1. Enforcement of rules
4. To cause as a result of one's actions
8. Showing a sense of what is the right thing to do without causing hurt feelings
11. Judging if good or bad
12. Being sure of something
14. Your own actions
15. Having a duty to perform
16. Not talking about company business with anyone

Down

2. How one sees something
3. Suitable or proper
5. Determining worth by careful study
6. Being rude
7. Strong feeling of excitement
9. Being aware of and respecting ideas and feelings of others
10. Being different
11. Positive
13. Way of acting or feeling about something

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 2--THE IMPORTANCE OF A PROPER JOB ATTITUDE

Directions: Study the situation below concerning attitudes by reading the information and discussing the questions within your group.

Jan, 17, is a nurse's aide working in a nursing home known for its excellent patient care. Jan has the following assets: she dresses neatly, she is well-groomed, she has good memory, and is excellent at charting patients' records. Even though Jan is a good worker, smiling is not one of her characteristics, and it affects how patients feel toward her.

Open house is the busiest day of the year for the nursing home, and all personnel are expected to be on call that day. Jan wants to be off that day to visit a relative in another town. The nursing home supervisor gave Jan the day off without pay but feels Jan let the staff down (the staff feels the same way toward Jan).

The day of open house is a busy day and all the staff have to work much harder to fill in for Jan. Jan returns to find it even more difficult to get along with the other employees and becomes cranky with the patients. The supervisor decides to fire Jan.

1. What kind of attitude does Jan show?

2. Could Jan have done something to save her job? If so, what?

3. What would you have done to deal with this situation?

4. Do you feel Jan was dealt with fairly?

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 3--SHOWING A POSITIVE ATTITUDE

Directions: After reading the situation below, answer and discuss the questions that follow.

Pat is a clerk in a local pharmacy and enjoys the opportunity to meet and talk to customers daily. Pat displays a friendly smile on the job and performs all aspects of the position quite well.

As time passes, the pharmacy owner notices that Pat is spending an unusual amount of time talking to customers, which results in other customers waiting in line 10 to 15 minutes. The owner is uncertain about confronting Pat about the problem because of her friendliness and good work.

Finally, the owner discusses the problem with Pat who understands the situation. Later, the owner notices Pat really trying to be successful and stay on the job.

1. What kind of attitude do you think Pat had?

2. How would you have helped Pat?

3. If the customer starts and continues the conversation, would you agree with the saying, "the customer is always right?" Why or why not?

4. Is is possible to be overly friendly in this type of job? Discuss.

UNIT VI

JOB SUCCESS

INFORMATION SHEET 2--EMPLOYER AND EMPLOYEE EXPECTATIONS

I. What Employees Expect of Employers

A. Salary--An employer will pay an employee for the work done on a job.

B. Safe working conditions--An employer must provide reasonably safe working conditions. Federal laws will not allow persons under 18 to work in certain dangerous jobs.

C. Training--An employer should provide necessary on-the-job training in order for an employee to best do a job.

D. Introduction--An employer should introduce a new worker to all employees with whom the person will be working.

E. Rules--An employer should explain in detail all business policies, rules and regulations to new employees.

F. Changes--If changes are made to an employee's job or position, the employer should inform the employee of the change. These changes may affect an employee's duties, responsibilities, salary, work schedule, etc.

G. Work evaluation--An employer should evaluate an employee's job performance, whether it is good or bad.

H. Discipline--Most employers are fair in criticizing their employees. If employees do not fulfill the job agreed upon, they should not get angry about any disciplinary action.

I. Honest relationships--Most employers are fair with their employees, and employees are, in turn, fair with their employers.

J. Worker's Compensation--Most employers provide some form of insurance to employees for any injuries received while on the job.

II. What Employers may Expect from Employees

A. Cooperation--This involves sharing tasks when appropriate.

B. Honesty--Most employees are truthful with their employers.

C. Initiative--An employee should always show interest in developing new job skills.

D. Willing to learn--It is to the employee's advantage to learn everything possible about his/her job.

E. Following directions--An employee should try to follow directions exactly.

F. Dependability--A dependable employee is one whom an employer can expect to be on the job daily and on time.

INFORMATION

G. Enthusiasm--The best employees like their jobs and show a sincere interest in job performance.

H. Acceptance of criticism--If deserved, an employee should expect criticism. This allows an employer to let workers know if they are not doing the job that is expected of them.

I. Loyalty--This is expressed by not complaining even though an employee may not agree with a company rule or policy. Keeping company business confidential shows loyalty.

J. Punctuality--This means being on time and taking only the time allowed for morning and afternoon breaks.

K. Regular attendance--An employee should be absent only when ill or in case of an emergency. In such cases, a call to the employer should be made so that a temporary replacement can be found.

L. Performance--Always doing the best job you can is a good goal for all employees.

M. Respect rules--All employees must obey company rules and regulations.

N. Proper dress--This means wearing clothes suitable for the type of job you do.

III. Getting Along with Co-workers

A. Share with others--Sharing activities with co-workers will keep communications open. If you do not like other workers, they, in turn, will probably not like you.

B. Respect differences in life style--People have different life styles which include their actions, dress, eating habits, etc. If an employee is to be accepted, he/she must accept others in the same manner.

C. Show a favorable appearance--Impressions are easily formed on the basis of how you look. Workers should be positive in their appearance, which will reflect in their work.

D. Avoid pre-judging individuals--Forming an opinion about a person without knowing the individual can lead to embarrassment and bad feelings. Try to understand the person before forming an opinion.

E. Understand the job routine--To respect and follow the business practices can prevent ill feelings.

F. Accept responsibilities--Doing your own job is important. It is expected of all employees to not waste time.

G. Stay neutral in arrangements--The best way to keep good working relationships is to mind your own business.

H. Have a good sense of humor--Developing a good sense of humor helps make an employee happy and well-adjusted.

I. Have control of emotions--When things don't go the way you want, don't throw a fit, sulk, pout, or take your anger out on others. Stay calm, and if you need to let off steam, do it in private.

IV. Ethical Conduct on the Job

A. Provide an accurate account of how time is spent on the job.

B. Show respect for morning and afternoon breaks.

C. Use company equipment properly.

D. Correctly report accidents that happen on the job.

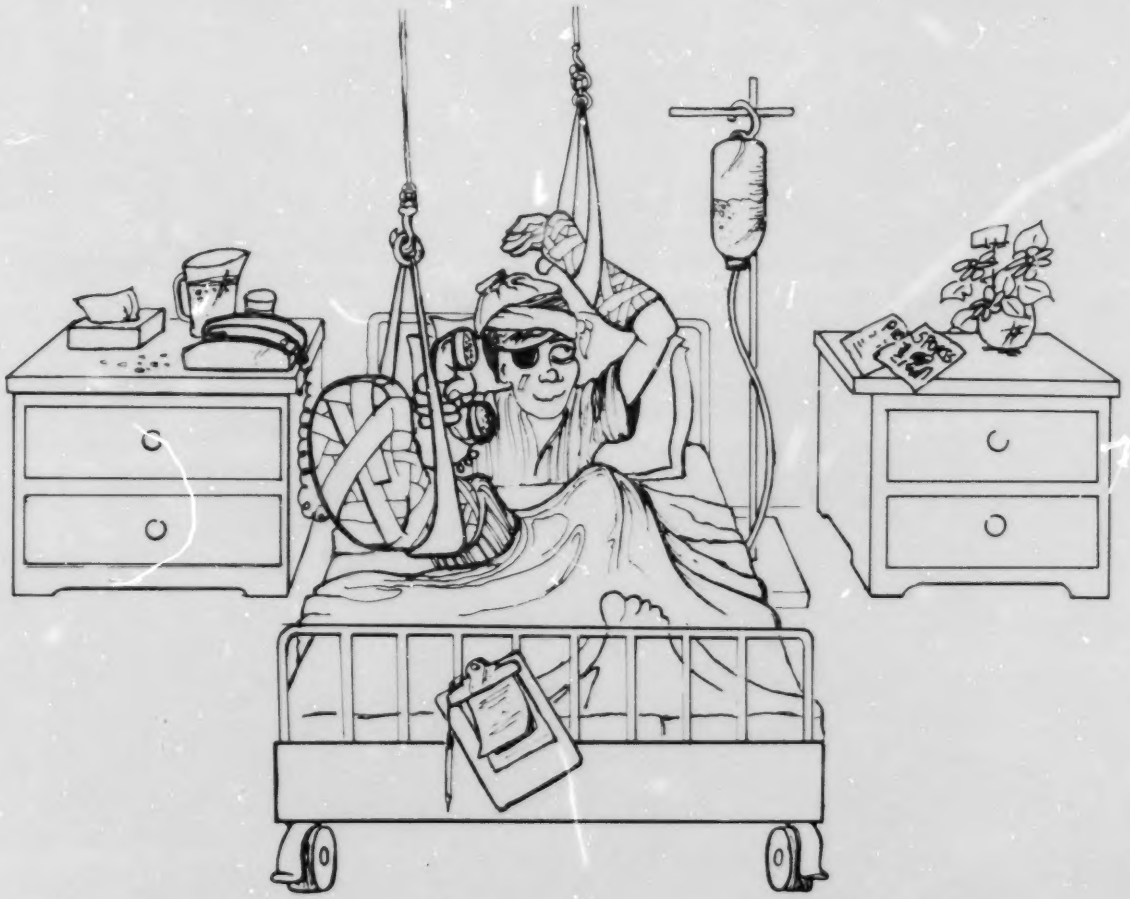
E. Perform required duties even when the employer is not present.

F. Wear suitable clothes.

EMPLOYEES EXPECT TO BE TREATED FAIRLY

TM-2

EMPLOYERS EXPECT THEIR WORKERS TO NOTIFY THEM IF THEY WILL NOT BE AT WORK



TM-3

269

GETTING ALONG WITH OTHER EMPLOYEES

TM-4

DON'T BE TOO FRIENDLY

TM-5

273

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 4--EXPECTATIONS OF EMPLOYEES

Directions: List several things that an employee expects from an employer. Divide into groups and discuss the differences in the list together.

1.

2.

3.

4.

5.

6.

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 5--EXPECTATIONS OF EMPLOYERS

Directions: Assume you are an employer. List some of the tasks you feel should be expected of your employees. Divide into groups and discuss the lists.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 6--GETTING ALONG WITH FELLOW EMPLOYEES

Directions: Read the paragraph below and answer the questions that follow.

Jim works as a dietary clerk in a large hospital. Jack, one of the other clerks, became friendly with Jim. Soon they began to spend all breaks together. Jack is the hospital "gossiper," and everyone is aware of it. Although Jim doesn't gossip, he listens to Jack talk about everyone in the department. Jim soon discovers that many workers will not talk or be friendly to him.

1. Why do you think the other workers treated Jim the way they did?

2. If you were Jim, how would you have handled your relationship with Jack and the other workers in your department?

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 7--ETHICAL CONDUCT

Directions: Read the paragraph below and answer the questions that follow.

Liza works at a doctor's office which is next door to a small trucking firm. In order to get to the office, Liza has to walk close to an area where the truck drivers gather. During the first work week, Liza wears a short skirt and a tube top. As she passes the trucker's area, she receives several whistles, shouts, and hand gestures. Not knowing what to do, she just smiles.

For several days each time Liza passes the driver's area, she receives whistles and shouts. The following day Liza quits, explaining to her boss that she was "fed up" with the loud whistles and jokes.

1. Do you think Liza made any mistakes?

2. What would you do if someone whistled at you for a week?

3. Do you think Liza should have gone to her boss with her problem? Why or why not?

UNIT VI

JOB SUCCESS

INFORMATION SHEET 3--KEEPING YOUR J

I. Steps in Starting a New Job

A. Go to work a few minutes ahead of time. Don't report too early--it is just as unacceptable to be too early as to be too late.

B. Listen to instructions carefully. Ask questions if you do not understand what is expected.

C. Be friendly to other employees, but do not waste time by visiting on the job.

D. Try not to be overly anxious, but do your best work at all times.

E. Report your mistakes to your immediate supervisor. Learn from your mistakes so that you will not make them again.

F. Learn the company rules and regulations as soon as possible. Learn the way the boss wants it done.

G. Think for yourself. Take a sincere interest in your work.

H. Keep your work area neat and clean.

II. Steps in Keeping a Job

A. Be on time each day; give an honest day's work.

B. Always look your best. Your personal appearance is as important in keeping the job as it was in getting the job.

C. Don't be too familiar with your supervisor or your boss.

D. Be courteous; treat others as you would like to be treated.

E. Respect the know-how and judgment of those about you, especially those who have more experience.

F. Do not gossip or repeat anything that might hurt anyone; know when to keep silent.

G. Avoid out-of-place humor. Be very careful as to whom and where you relate jokes. Jokes can be very offensive to some people.

H. Be friendly and cheerful to those with whom you work.

I. Learn the rules and practices and respect them.

J. Be willing to help others with their work, but only after you have completed all tasks assigned to you.

III. Why People Lose Their Jobs

A. Showing a poor attitude

B. Coming to work late or leaving early

C. Being dishonest by taking company supplies or equipment

D. Missing too many days from work

E. Not following company rules

F. Having creditors call the office for unpaid debts

G. Making too many personal phone calls during work hours

H. Not being able to get along with fellow employees

I. Not doing a fair share of work

J. Not following orders accurately

K. Not producing quality work

L. Not using time efficiently to complete daily tasks

IV. Terminating a Job--There are many reasons you could give for leaving a job, but when you leave a job for any reason other than being fired, the items below should be considered:

A. Leaving for a better job or returning to school:

1. Notice of intent to leave should be given to the immediate supervisor unless company policy states that it should be given to someone else.

2. In larger firms, the personnel office is usually notified.

3. A formal letter of termination may be required.

4. A notice of termination should be given soon enough (at least two weeks) for the company to find a replacement by the time the employee leaves.

5. Failure to do this may make it difficult to find suitable work somewhere else.

B. If you are fired:

1. Usually the boss feels that your work is unsatisfactory.

2. You are unable to work well with co-workers.

a. When this happens, it is wise not to have any negative communication with your employer.

b. Often this negative communication causes problems that might prevent you from returning to the same company to work.

3. Leave at once if asked to leave at a recommended time.

4. After giving the situation serious thought, call and make an appointment with the personnel office to discuss this matter.

5. If an appointment is granted, go and discuss the matter with the personnel director or interviewer.

6. It is always good to think about the factors that caused you to be fired and work on ways to prevent this on a future job. Be wise, and profit from mistakes.

V. Employee Promotions

A. Seniority--Can be determined in two ways:

1. By the length of continuous employment with a company

2. By the position held by an employee

a. Can be decided by education

b. Can be decided by experience

B. Knowledge of job--Learning present job well can show the desire to learn skills of a more responsible position.

C. Quality of work--A job well done will indicate a greater success in a job with more responsibility.

D. Quantity of work--The amount of work produced can be used as the reason for promoting an employee to a higher paying position.

E. Initiative--The ability to complete tasks is important to job success and possible promotions.

F. Cooperation--Being able to work in agreement with other people is necessary for getting ahead in the job world.

G. Adaptability--Being able to learn new responsibilities, which at first were not required of the job, makes an employee more important to a company.

H. Adequate training--Job training is needed for most jobs. Better training means better jobs and better promotions.

I. Ability to get along--Being able to work with others in a business is important to being able to stay with the business.

STEPS IN STARTING A NEW JOB

1. Be on time.
2. Always look your best.
3. Don't be too familiar.
4. Be courteous.
5. Respect the know-how of others.
6. Do not gossip.
7. Avoid out-of-place humor.
8. Be friendly.
9. Learn the rules.
10. Be willing.

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 8--IDENTIFYING STEPS IN STARTING A NEW JOB

Directions: Answer the questions below by writing T for True or F for False in the spaces at the left.

_____ 1. Report to work at the exact time you've been told.

_____ 2. Listen to instructions carefully.

_____ 3. Ask questions if you do not understand.

_____ 4. Be friendly to fellow employees.

_____ 5. Your anxiety shows you are excited about your work.

_____ 6. Report your mistakes immediately to your supervisor.

_____ 7. Dress in the manner that makes you comfortable.

_____ 8. Learn and respect the company rules.

_____ 9. Think for yourself. Take a sincere interest in your work.

_____ 10. Keep your work area neat and clean.

ACTIVITY SHEET

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 9--WHY PEOPLE LOSE THEIR JOBS

Directions: List at least eight things that will cause people to lose their jobs.

1.

2.

3.

4.

5.

6.

7.

8.

UNIT VI

JOB SUCCESS

ACTIVITY SHEET 10--TERMS USED FOR PROMOTION

Directions: Using the Information Sheet or dictionary, complete this activity by giving the meaning of each term listed below.

1. Seniority

2. Knowledge

3. Quality of work

4. Quantity of work

5. Initiative

6. Cooperation

7. Adaptability

8. Adequate training

9. Ability to get along

UNIT VI

JOB SUCCESS

UNIT TEST--PART 1

A. Match the terms to their definitions by placing the correct letter in the space at the left.

_____ 1. Obligation	a.	achieving something you set out to do
_____ 2. Positive	b.	aware of and respecting ideas and feelings of others
_____ 3. Considerate	c.	how one sees something or someone
_____ 4. Enthusiasm	d.	having a duty to perform; keeping a promise or contract
_____ 5. Offensive	e.	suitable or proper
_____ 6. Criticism	f.	to cause as a result of one's actions
_____ 7. Initiative	g.	a way of acting or feeling about something or someone
_____ 8. Success	h.	not talking about company business with anyone it does not concern
_____ 9. Reflect	i.	strong feeling or excitement; a strong desire
_____ 10. Evaluation	j.	being the only one of a kind; different
_____ 11. Attitude	k.	enforcement of rules; giving punishment or making corrections
_____ 12. Confidential	l.	being sure of something; having no doubt
_____ 13. Impression	m.	one's own actions; the ability to get things started
_____ 14. Unique	n.	showing a sense of what is the right thing to do without causing hurt feelings
_____ 15. Appropriate	o.	being unpleasant, rude, distasteful, or embarrassing
_____ 16. Disciplinary	p.	determining worth by careful study
_____ 17. Tactful	q.	judging if good or bad, pointing out faults

B. In two or three sentences, explain the importance of a proper job attitude.

C. List three positive attitudes.

1. _____

2. _____

3. _____

D. List three negative attitudes.

1. _____

2. _____

3. _____

UNIT VI

JOB SUCCESS

UNIT TEST--PART 2

A. Indicate if the employer or the employee expects the following from the other party by writing employer or employee in the space at the left.

_____ 1. Salary

_____ 2. Honesty

_____ 3. Training

_____ 4. Initiative

_____ 5. Employee Compensation

_____ 6. Explanation of rules

_____ 7. Willingness to learn

_____ 8. Enthusiasm

_____ 9. Acceptance of criticism

_____ 10. Performance

_____ 11. Proper dress

_____ 12. Safe working conditions

_____ 13. Loyalty

_____ 14. Punctuality

_____ 15. Regular attendance

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. Sharing activities with co-workers will keep communications closed.

_____ 2. Use company equipment properly.

_____ 3. People have different life styles.

_____ 4. When things don't go the way you want, throw a fit.

_____ 5. Show respect for morning and afternoon breaks.

_____ 6. Wear suitable clothes for your job.

_____ 7. Your first impression of somebody is always correct.

_____ 8. Develop a good sense of humor.

_____ 9. Perform required duties even when the employer is not present.

_____ 10. Impressions are not formed on how you look.

UNIT VI

JOB SUCCESS

UNIT TEST--PART 3

A. Complete the blanks with the answers listed below concerning terminating the job.

negative	personnel	failure	replacement
supervisor	unsatisfactory	writing	contributed
personnel office			

1. Notice of your interest in leaving should be given to your immediate _____.
2. In larger firms, usually the _____ office is notified.
3. This may be required in _____. Check with firm for direction.
4. You should give notice of termination soon enough for the company to find a _____ by the time you leave.
5. _____ to do this may make it difficult to find suitable work elsewhere.
6. If you are fired, usually your boss feels in some manner your job performance is _____.
7. When this happens, it is wise not to have _____ communication with your employer.
8. After giving the situation serious thought, you might call and make an appointment with the _____ to discuss the matter.
9. It might benefit you to think about the things that _____ to the firing, and work on ways to prevent this on your next job.

B. List four factors used for promoting employees.

1. _____ 3. _____
2. _____ 4. _____

C. List four steps to keep in mind when starting a new job.

1. _____ 3. _____
2. _____ 4. _____

D. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. Be on time each day; give an honest day's work.

_____ 2. Always dress comfortably.

_____ 3. Your appearance is as important in keeping a job as it is in getting the job.

_____ 4. Don't be too familiar with your supervisor or your boss.

_____ 5. Maintain respect for the know-how and judgment of those about you, especially those who have had more experience.

_____ 6. Do not gossip or repeat anything that might hurt anyone; know when to keep silent.

_____ 7. Out-of-place humor is acceptable.

_____ 8. Be friendly and cheerful to those with whom you work.

_____ 9. Be courteous; treat others as you would like to be treated.

_____ 10. Learn the rules; practice and respect them.

_____ 11. Be willing to help others with their work only if you have completed all tasks assigned to you.

E. Answer the following regarding reasons people lose their jobs by writing a T for True in front of the statements you believe are True and an F for False in front of the statements you believe are False.

_____ 1. Poor attitude

_____ 2. Coming to work late or leaving early

_____ 3. Following company rules too closely

_____ 4. Being dishonest by taking the company equipment

_____ 5. Missing too many days from work

_____ 6. Having creditors call the office too often for unpaid debts

_____ 7. Too many personal phone calls during working hours

_____ 8. Being able to get along with fellow employees

UNIT VII

LEADERSHIP DEVELOPMENT

UNIT OBJECTIVE

After completing this unit, the student will be able to explain the meaning of leadership, identify the qualities of a good leader, and select a leadership style. The student will also be able to explain the purposes and organization of Vocational Office Careers Clubs of Texas. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Explain the meaning of leadership
2. Identify the reasons that a person should want to become a good leader
3. Choose the correct steps to becoming a good leader
4. Point out the ways to demonstrate leadership potential
5. Select good leadership qualities
6. Name three leadership styles
7. Point out the purposes of the VOCCT organization
8. Write (or state) the VOCCT pledge
9. Explain the meaning of the VOCCT motto
10. Identify the VOCCT colors
11. Select the correct code of ethics for VOCCT
12. Point out the meaning of the VOCCT symbols
13. Identify the duties and symbols of the offices for VOCCT
14. Point out the things that make a good VOCCT meeting
15. Point out the correct order of opening and closing a business meeting for VOCCT

UNIT VII

LEADERSHIP DEVELOPMENT

NOTES TO THE INSTRUCTOR

I. Preparation for the Unit

A. Preview the unit. To utilize this curriculum in the most effective way, you should review each unit of instruction and localize and individualize the material in your own program.

B. Prepare a bulletin board about leadership.

II. Objective Sheet

A. Review all objectives and then add or delete to meet local program needs.

B. Review and discuss with the students each specific objective as it relates to the program.

III. Information and Activity Sheets

A. INFORMATION SHEET 1--WHAT IS LEADERSHIP?

1. Explain the terms and definitions to the students.

2. Discuss leadership and the advantages and disadvantages of being a leader.

3. Explain how everyone can be a leader.

4. Relate how each student should work toward the qualities needed to be a good leader.

5. Discuss the leadership styles.

6. Discuss the importance of selecting good leaders for VOCCT.

7. Do ACTIVITY SHEETS 1-4.

B. INFORMATION SHEET 2--VOCCT

1. Display pictures, banners, and other items that might explain the organization.

2. Have students who have participated in VOCCT during the previous year to explain the organization's activities.

3. Explain the purposes of VOCCT.

4. Discuss the meaning of the VOCCT pledge.

5. Have students memorize the VOCCT pledge and motto.

6. Explain the meaning of the VOCCT emblem symbols.

7. Do ACTIVITY SHEETS 5-7.

C. INFORMATION SHEET 3--CLUB MEETINGS

1. Display the officer symbols.

2. Provide students with the VOCCT Leadership Handbooks for complete lists of officer duties.

3. Have students decide which offices they would like to hold.

4. Assign a time for the first club meeting at which officers will be elected.

5. Do ACTIVITY SHEET 8.

IV. Transparency Masters

(NOTE: Transparency masters are included in the student manuals as Information Sheets.)

A. TM-1--WAYS TO SHOW LEADERSHIP ABILITY

B. TM-2--QUALITIES OF A GOOD LEADER

C. TM-3--CHOOSING A LEADERSHIP STYLE

D. TM-4--VOCCT EMBLEM

E. TM-5--SYMBOLS FOR THE OFFICERS OF VOCCT

V. Evaluation

A. The Unit Test is divided into three parts.

(NOTE: Each part covers one Information Sheet.)

B. Various approaches may be used in testing.

1. The test in this unit may be given orally to check the students' understanding of VOCCT rather than for a recorded grade.

2. Each part of the test may be given as the student completes studying the information on one Information Sheet.

3. Give the entire test upon completion of all the Information Sheets in the unit.

4. Give one or more parts of the test as an additional assignment or to reinforce areas the student did not understand.

C. Add test parts corresponding to any information area or sheets added to the unit.

VI. Answers to the Test

A. Answers are based on the total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VII. References

A. Occupational Survival-Leadership. Urbana, IL: Division of Business Education, Department of Vocational and Technical Education, University of Illinois, 1978.

B. Personal Development for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, TX.

C. Safari, A Comprehensive Career Guidance Program for Secondary, Community College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA.

D. VOCCT Contest Guidelines. Occupational Curriculum Laboratory, East Texas State University, Commerce, TX.

E. VOCCT Handbook. Occupational Curriculum Laboratory, East Texas State University, Commerce, TX.

F. Verderber, Randolph H. Communicate. Belmont, CA: Wadsworth Publishing, 1978.

UNIT VII

LEADERSHIP DEVELOPMENT

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. Confidence
2. Enthusiastic
3. Democratic
4. Self confidence
5. Autocratic
6. Loyalty
7. Optimistic
8. Maturity
9. Potential
10. Personality

ACTIVITY SHEET 2

Section I measures initiative.

Answer A - You have initiative; you take action rather than waiting for others.
Answer B - You let others worry about problems.
Answer C - You want to be a group member; however, you lack the initiative to be considered a leader.

Section II measures motivation.

Answer A - When the going gets tough, you give up.
Answer B - You leave the major decisions to others.
Answer C - You have motivation.

Section III measures dependability.

Answer A - You lack dependability, which is a very important trait for a leader. What if every member of the group decided to stay at home to watch their television program?
Answer B - You are dependable.
Answer C - You still want to be part of the group, but only when it is convenient for you.

Section IV measures belief in democracy.

Answer A - You believe in democracy--giving others the chance to decide what would be best.
Answer B - You believe in the opposite of democracy. It is either your way or no way at all.
Answer C - Although it could be said you have a belief in democracy, discussing the plans could go on forever.

Section V measures your ability to communicate.

Answer A - You are able to get your ideas over to others in a way that can be understood easily.
Answer B - Put yourself in the board members' places. Would you be ready to listen after the presentation started in this manner?
Answer C - Although it would be said that you tried to communicate, you gave up before you saw any results.

Section VI measures your strength of conviction.

Answer A - You possess strength of conviction. You abide by the decisions you think are correct, even though a majority of others may not think so.
Answer B - What could ever be accomplished by choosing this action?
Answer C - Even though you care what happens, choosing this answer shows that you do not possess strength of conviction.

ACTIVITY SHEET 3

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 5

Upon my honor, I will train myself through study and practice to become an honorable office worker. I will uphold the ideals of my vocation and the Vocational Office Careers Clubs of Texas.

ACTIVITY SHEET 6

1. purpose
2. purpose
3. purpose
4. code
5. code
6. code
7. purpose
8. purpose
9. code
10. purpose
11. code
12. code
13. code
14. purpose
15. purpose

ACTIVITY SHEET 7

The following items should be drawn:

1. torch
2. left circle with printing drum and paper
3. right circle with a book
4. confluent circles
5. star
6. diamond

ACTIVITY SHEET 8

Evaluated to the satisfaction of the instructor.

UNIT VII

LEADERSHIP DEVELOPMENT

ANSWERS TO TEST

PART 1

A.
1. f
2. b
3. g
4. c
5. d
6. j
7. e
8. i
9. h
10. a

B.
1. T
2. T
3. F
4. F
5. T
6. T
7. T

C.
1. ✓
2.
3. ✓
4. ✓
5.
6. ✓
7. ✓

D.
1. yes
2. yes
3. yes
4. no
5. yes
6. yes
7. yes
8. no
9. yes
10. no
11. no
12. yes
13. yes

E.
1. Autocratic
2. Loose-rein
3. Democratic

PART 2

A.
1. ✓
2. ✓
3.
4.
5. ✓
6. ✓
7. ✓
8. ✓
9. ✓
10. ✓

B. Upon my honor, I will train myself through study and practice to become an honorable office worker. I will uphold the ideals of my vocation and the Vocational Office Careers Clubs of Texas.

C. navy blue and old gold

D. Evaluated to the satisfaction of the instructor.

E.
✓ 1.
✓ 2.
3.
✓ 4.
✓ 5.
✓ 6.

F.
1. b
2. c
3. f
4. d
5. e
6. a

PART 3

A.
1. Parliamentarian
2. Treasurer
3. Vice-President
4. Reporter
5. Sergeant at Arms
6. Advisory
7. President
8. Secretary

B.
✓ 1.
✓ 2.
3.
4.
5.
✓ 6.
✓ 7.
✓ 8.
✓ 9.
10.
11.

C.
4 1.
6 2.
7 3.
1 4.
5 5.
2 6.
3 7.

UNIT VII

LEADERSHIP DEVELOPMENT

INFORMATION SHEET 1--WHAT IS LEADERSHIP

I. Terms and Definitions

A. Autocratic--having complete power over others

B. Confidence--strong belief or trust in someone or something else

C. Democratic--all of the people involved in helping to make a decision

D. Enthusiastic--full of interest

E. Loyalty--the condition of being faithful

F. Maturity--the condition of being fully developed

G. Optimistic--the belief that there is more good than bad in life

H. Personality--the special qualities which make one different from others

I. Potential--the ability that may be developed

J. Self-confidence--the strong belief and trust in oneself

II. Leadership Defined

A. Leadership is the ability to develop confidence and loyalty in others, cause them to follow willingly, and to lead in a responsible way.

B. A leader may not always be the one who is given the authority or advantage.

III. Reasons for Becoming a Leader

(NOTE: Leadership is something that can be applied to many areas of your life.)

A. To gain self-confidence

B. To learn to meet new demands

C. To gain maturity

D. To learn to listen to and respect the opinion of others

E. To reach goals faster

IV. Disadvantages of Becoming a Leader

A. Must be willing to work harder than anyone else

B. Must be well informed

INFORMATION

C. Must be able to abide by a decision even though the majority may disagree with you

D. Must remain enthusiastic and optimistic even though you may not be

V. How to Become a Leader

A. Become a good follower.

(NOTE: Follow examples of good leaders and learn from their mistakes.)

B. Learn your strong points and your weak points.

(NOTE: Turn your weaknesses into strengths.)

C. Study the qualities that make a good leader.

D. Plan to work toward becoming a leader.

(NOTE: Realize that leaders are made, not born, into leadership.)

E. Participate in the leadership training provided in the Vocational Office Career Clubs of Texas.

VI. Ways to Show Leadership Ability

A. Be willing to assume responsibility.

B. Take pride in doing a good job.

C. Be a good listener.

D. Be fair.

E. Know that your responsibility is to let others share responsibilities with you.

F. Use the talents of each person in the group or organization to the fullest potential.

VII. How Leaders Are Chosen

A. Some leaders are chosen because of who they know.

EXAMPLE: An individual heads a committee because he/she is a friend of the boss.

B. Some get positions because of who they are.

C. <u>Good</u> leaders are chosen by:

1. Their ability

2. Their experience

3. How they deal with people

4. Their knowledge of leadership steps and how to use them

5. Their ability to act calmly under pressure situations

VIII. Leadership Qualities

A. Shows self-control

B. Is honest and fair in all dealings

C. Is loyal

D. Takes responsibility

E. Is tactful

F. Shows enthusiasm

G. Does not give up when the going gets rough

H. Gives clear instructions so all will understand

I. Gets along with others

J. Is a good listener

K. Always gives credit to others for their work

L. Realizes that there are individual differences in any group

M. Has a pleasing personality and a sense of humor

N. Accepts and can give criticism in a positive manner

O. Is understanding

P. Tells others exactly what is expected

Q. Makes individuals feel good about themselves and their work

IX. Leadership Styles

(NOTE These styles are both good and bad; never use just one style but a mixture of all three styles).

A. Autocratic leader--One person has all of the power and makes all of the decisions.

1. Closely supervises the group

2. Never lets others have a say in the planning, organizing, or control of the group

3. More interested in getting the job done than in respecting the feelings of others

   (NOTE: It is sometimes necessary to use this style if the group is hostile or insecure in certain situations.)

B. Democratic leader--All of the people involved help in decision making; individual opinions are considered.

1. Allows group members to express their ideas and opinions

2. Always listens to others

3. Supervises only as needed, allowing individuals to use their own judgment

4. Is considerate of the feelings of others

5. Knows each individual's characteristics

6. Rewards the group's efforts and is tactful when making criticisms

   (NOTE: This style works well with a cooperative group and when things are going well.)

C. Loose rein leader--Very little control by the leader. Allows the people to do "their own thing" most of the time.

1. The group or organization does the work with very little control or direction.

2. This style works well with responsible people who like to work alone.

WAYS TO SHOW LEADERSHIP ABILITY

- Be willing to assume responsibility.
- Take pride in doing a good job.
- Be a good listener.
- Be fair.
- Know that your responsibility is to let others share responsibilities with you.
- Use the talents of each person in the group or organization to the fullest potential.

TM-1

QUALITIES OF A GOOD LEADER

ENTHUSIASTIC

LISTENS

MENTALLY ALERT

INSPIRES OTHERS

HONEST

TACTFUL

OPEN-MINDED

TOLERANT

PROGRESSIVE

SELF-CONFIDENT

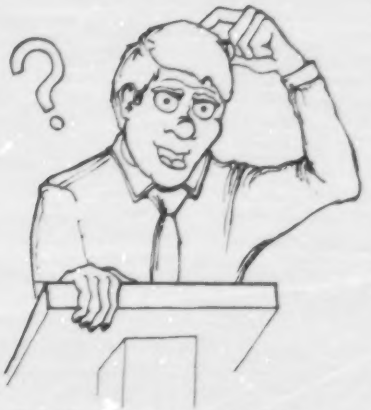
IS LOYAL TO FIRM

COOPERATES WITH OTHERS

HAS A SENSE OF HUMOR

ASSUMES RESPONSIBILITY

CHOOSING A LEADERSHIP STYLE



	AUTOCRATIC	DEMOCRATIC	LOOSE-REIN
ADVANTAGE	Quick decisions and discipline especially in crisis situations.	A true leader may emerge from the group.	Group members who help make a decision are more likely to be interested in carrying it out.
DISADVANTAGE	Group interest in carrying out decisions tends to be low.	Often leads to confusion, disorganization, indecision. May take too long to make and carry out decisions.	Takes longer to make decisions. Not practical in crisis situations.
USEFULNESS IN WORK SITUATIONS	May be the best style for crisis situations when decisions must be made quickly.	Not usually suitable, because of confusion and time it takes to make and carry out decisions.	Most useful in non-crisis situations where it is helpful to have group members involved in carrying out decisions.

TM-3

319

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

Directions: Unscramble the following terms. Use the unscrambled word to complete the sentence.

1. A person who believes in something has _____. (fdoceencni)
2. Someone who is full of interest is _____. (ttusenicsaih)
3. A person who involves all the people in making a decision is a _____ leader. (mcitdceora)
4. A person who has a strong belief in himself has _____. (leenffescnodic)
5. A person having complete power over others is an _____ leader. (uiacttorca)
6. The condition of being faithful is known as _____. (yylolat)
7. A person who believes there is more good than bad in life is _____. (imsipotcit)
8. One reason for becoming a leader is to gain _____. (taumtyir)
9. Leadership _____ may be developed. (loptnitea)
10. No two people have the same _____. (sateporliny)

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 2--DO YOU HAVE WHAT IT TAKES?

Directions: Although a test does not exist that can be used to predict your success as a leader, there are certain characteristics that most authorities agree that a leader must possess more of, to a greater degree, than nonleaders. To find out if you possess those traits, circle the letter of the answer that best describes the action you would take to the following situations:

SECTION I

The principal of your school has just announced that the school board, "in order to provide an environment more conducive to learning," voted last night that students would no longer be allowed to wear blue jeans of any kind to school or to any school function. Of course, everyone in your school is furious!

I would:

A. Immediately organize a group to see what we could do to get the board to change their minds.

B. Wait and let others in my school organize the group.

C. Let it be known that I would help in any way possible to get the rule changed.

SECTION II

Suppose that the group has been formed, and upon looking at the rule more closely, it is worse than imagined. They want all the girls to wear dresses and the boys to wear suits and ties. It will require a lot of hard work and time to get the board members to change their minds.

I would:

A. Let the rule go on as it is--there's no use fighting!

B. Do what the group decided to do.

C. Give all my time and work as hard as I could to persuade the board members to change their minds.

SECTION III

Suppose the group decides to meet from 3:30-4:30 every day after school to develop a plan; your favorite television program, even though it is a rerun, is shown during that time.

I would:

A. Forget being a part of the group; seeing my program is more important.

B. Attend every meeting--no matter what time it is being held.

C. Still be a part of the group, but not attend the meetings; the group can fill me in on what happened at the meetings the next morning at school.

SECTION IV

Suppose that several plans have been discussed by the group to persuade the school board members to change their minds. You have an idea that you really think will work, but the group keeps discussing all of the plans.

I would:

A. Suggest the group vote on the plan the group as a whole feels would be best.

B. Tell the group that I will no longer be a part of the group unless they use my plan.

C. Just sit back and let the group continue discussing the plans.

SECTION V

The big day has finally arrived! The group has been given permission by the school board to present their plan at the school board meeting tonight. In thinking about the way to present the plan to the board,

I would:

A. Express the group's plan in a calm, reasonable way.

B. Begin by saying how angry the students are!

C. Let another group member worry about being the one to present the plan.

SECTION VI

While presenting the plan to the school board, you notice that by the way they are looking at you, they do not seem willing to change their minds.

I would:

A. Continue the presentation and hope that by the time I finished they would understand how we felt.

B. Sit down, but not before I told them that I thought their idea stinks.

C. Sit down and let another group member take over; maybe he/she will have better luck than I am.

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 3--WHAT'S YOUR STYLE?

Directions: To find out what kind of leader you will be, place in the space the letter that best describes the way you would act if you were the leader of a work group. A--Always, F--Frequently, O--Occasionally, S--Seldom, or N--Never.

I would:

___ 1. act as the speaker of the group

___ 2. encourage overtime work

___ 3. allow group members complete freedom in their work

___ 4. encourage all to do tasks the same way

___ 5. permit others to use their own judgment in solving problems

___ 6. work the group members as hard as it took to be ahead of competing groups

___ 7. speak as a representative of the group

___ 8. push members for greater effort

___ 9. let the members do their work the way they think best

___10. not mind decisions being put off until later if it were necessary

___11. speak for the group when visitors were present

___12. keep the work moving at a rapid pace

___13. turn the members loose on a job and let them go to it

___14. push others to increase the work they are doing

___15. settle conflicts when they occur in the group

___16. represent the group at outside meetings

___17. not allow the members freedom of action

___18. decide what should be done and how it should be done

___19. not mind others thinking I was too tough on them

___20. assign group members to particular tasks

___21. let some deserving members have authority

___22. let the members decide when and how to do their work

ACTIVITY SHEET

___23. be willing to make changes

___24. ask the members to work harder

___25. trust the group members to exercise good judgment

___26. schedule the work to be done, but distribute it fairly

___27. refuse to explain my actions

___28. persuade others that my ideas are to their advantage

___29. permit the group to set its own pace

___30. let them know it will be done my way or no way at all

___31. act without consulting the group

___32. tell the group members that if one rule or regulation is broken by any employee, it will result in his/her being fired

Scoring:

Write the number 1 in front of the space if you responded A--Always or F--Frequently. Circle the number 1's which you have written in front of the following items:

3, 5, 9, 10, 13, 15, 21, 22, 23, 25, 26, 29

Count the circled number 1's. This is your score for concern for people. Count the uncircled number 1's. This is your score for concern for task.

People _____ Task _____

A high score on "Concern for People" suggests that your leadership style ranges from a loose-rein style to a democratic style. A high score on "Concern for Task" suggests you tend to have an autocratic leadership style.

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 4--IDENTIFYING LEADERS

A. In my opinion the following five well-known people possess true leadership qualities:

1. _____ because _____
_____
_____.

2. _____ because _____
_____
_____.

3. _____ because _____
_____
_____.

4. _____ because _____
_____
_____

5. _____ because _____
_____
_____

B. The person I most admire and want to be like is _____.
In my opinion he/she is a leader because _____
_____
_____
_____.

C. Plan to become a good leader by answering the following questions about yourself and why you feel that way.

1. I will become a good follower first by _____
_____
_____.

2. My strong points that I can build on are _____
_____
_____

3. My weak points that need improving are _____
_____
_____.

4. The qualities of leadership I want to attain are _____
_____
_____.

5. I believe (or I do not believe) that leaders need to be trained because
_____
_____.

D. Think of two people you know who are in leadership positions. How were they chosen to fill the positions?

1.

2.

E. What are some of the reasons that you could be chosen for a leadership position? Finish this sentence: I feel that I could be chosen for a leadership position because I _____
_____
_____.

F. How would you act in your new leadership position? Finish this sentence: In my new leadership position, I would act (like) _____
_____
_____
_____.

G. A good leader has to possess many positive attitudes. Think of an important leadership quality that begins with each letter of the word "Leadership" written below. Do not use any word more than once.

L

E

A

D

E

R

S

H

I

P

UNIT VII

LEADERSHIP DEVELOPMENT

INFORMATION SHEET 2--VOCCT

I. Purposes of VOCCT

A. To unite in a common bond students in ODP and VEH classes in the various public schools in Texas

B. To provide opportunities for members to develop leadership abilities through participation in worthwhile educational, social, recreational, and vocational activities

C. To develop through group action the ability of members to plan together, organize, and carry out worthy club activities and projects

D. To develop a sense of individual responsibility

E. To foster a deep respect for the dignity of work

F. To promote high standards of workmanship, scholarship, and business ethics

G. To create among students, faculty members, patrons of the school, and persons in business and industry a sincere interest in and esteem for vocational education

H. To develop in the individual, wholesome attitudes toward useful citizenship in school and community

I. To develop a healthy respect for learning

J. To create and nurture an understanding of our free, competitive enterprise system

K. To provide opportunities for exploring career choices in business occupations

L. To recognize that the focus of attention is on the present and future of youth

M. To develop motivation through competition

II. VOCCT Pledge--Upon my honor, I will train myself through study and practice to become an honorable office worker. I will uphold the ideals of my vocation and the Vocational Office Careers Clubs of Texas

III. VOCCT Colors--Navy blue and old gold

IV. VOCCT Motto--Do unto others as you would have them do unto you.

V. VOCCT Code of Ethics--VOCCT members should:

A. Exercise proper respect for the rights of others

B. Respect and obey the rules and policies of the school

INFORMATION

C. Dress in an acceptable and appropriate manner for all occasions

D. Take an active part in all club work and club sponsored activities

E. Uphold and practice the true meaning of the pledge

F. Strive for better health of body and mind

G. Practice the Golden Rule, "Do unto others as you would have them do unto you."

VI. Meaning of the VOCCT Emblem

A. Torch--Represents knowledge

B. Two circles

1. Left circle is a printing drum and paper representing the vocational area of duplication.

2. Right circle is a book representing academic education.

C. Confluent circles--surrounding the inner circles symbolize the interaction between vocational and academic education

D. Star--represents the Lone Star State of Texas

E. Diamond--represents guidance to help members of VOCCT obtain knowledge, gain experience, and develop skills

VOCCT EMBLEM

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 5--VOCCT PLEDGE

Fill in the blank with the correct word from the VOCCT pledge.

Upon my _____, I will _____myself through _____ and _____ to become an _____ _____ _____. I will _____ the _____ of my _____ and the _____ _____ _____ _____ _____ _____.

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 6--CODE OF ETHIC OR PURPOSE

Indicate whether the statements below are purposes or codes of ethics for VOCCT by writing "purpose" or "code" in the space at the left.

_____ 1. To unite in a common bond students in ODP and VEH classes in the various public schools in Texas

_____ 2. To provide opportunities for members to develop leadership abilities through participation in worthwhile educational, social, recreational, and vocational activities

_____ 3. To develop a sense of individual responsibility

_____ 4. To exercise proper respect for the rights of others

_____ 5. To strive for better health of body and mind

_____ 6. To take an active part in all club work and club sponsored activities

_____ 7. To develop motivation through competition

_____ 8. To create and nurture an understanding of our free, competitive enterprise system

_____ 9. To dress in an acceptable and appropriate manner for all occasions

_____ 10. To promote high standards of workmanship, scholarship, and business ethics

_____ 11. To practice the golden rule

_____ 12. To uphold and practice the true meaning of the pledge

_____ 13. To respect and obey the rules and policies of the school

_____ 14. To foster a deep respect for the dignity of work

_____ 15. To develop a healthy respect for learning

UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 7--VOCCT EMBLEM

Directions: Draw the VOCCT symbol from the emblem which represents the following:

1. knowledge

2. the vocational area of duplication

3. academic education

4. the interaction between vocational and academic education

5. the Lone Star State of Texas

6. guidance

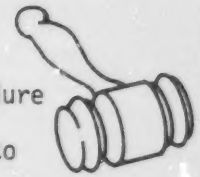
UNIT VII

LEADERSHIP DEVELOPMENT

INFORMATION SHEET 3--CLUB MEETINGS

I. Duties of Officers and Their Symbols

A. President



1. Duty: to bring the members together to work as a team and to conduct meetings according to parliamentary procedure

2. Symbol: gavel--It represents the principles of justice to all.

B. Vice-President

1. Duty: to assist the president and take responsibility for committees

2. Symbol: lone star of Texas--The five points represent the home, the school, the office, the community, and the state of Texas.

C. Secretary

1. Duty: to record and print the minutes of the club for future members

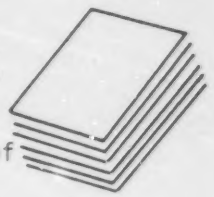
2. Symbol: printing drum--The history of man through the ages has been printed using the printing drum.

D. Treasurer

1. Duty: to keep financial records of the club

2. Symbol: circle--The circle represents the lack of a beginning or end to the keeping of financial records.

E. Reporter



1. Duty: to make the public more aware of club objectives, aims, and activities

2. Symbol: paper--Paper is the means by which activities of the club are reported.

F. Parliamentarian

1. Duty: to assist the president in being just and fair to all members

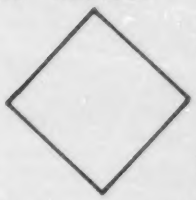
2. Symbol: book--It represents the laws of patriotism and order.

G. Sergeant-at-Arms

1. Duty: to arrange meeting rooms and meetings under the guiding light of the torch and to keep safe the equipment of the club

2. Symbol: torch--The torch is the symbol of the guiding light.

H. Advisor



1. Duty: to help members of VOCCT obtain knowledge, gain experience, and develop skills so that they meet the needs of the office

2. Symbol: diamond--The diamond represents guidance.

II. Things That Make a Good Meeting

A. Carefully planning in advance

B. Starting and closing the meeting on time

C. Moving the business meeting along with enthusiasm

D. Following the order of business explained in the Handbook

E. Using correct parliamentary procedure

F. Using the official opening and closing ceremonies

G. Displaying chapter and officer banners

H. Holding meetings in a comfortable meeting place

I. Presenting well-prepared committee reports

J. Demonstrating knowledge of the duties of one's office

K. Holding the interest and attention of all members

L. Providing an opportunity for all members to participate

M. Teaching members to work together

N. Including both business and entertainment

III. Order of a Business Meeting

A. Opening ceremony

1. Officers explain their symbols and duties

2. Pledge of allegience

3. Introduction of guests

B. Regular order of business

1. Roll call
2. Minutes of previous meeting
3. Reports by officers
4. Committee reports
   a. Standing committees
   b. Special committees
5. Unfinished business
6. New business

C. Program

1. Speakers
2. Educational activities

   EXAMPLES: Films and demonstrations

3. Presentation of honors and awards

D. Special ceremonies--when necessary

1. Initiations
2. Installation of officers
3. Granting of honorary memberships

E. Closing ceremony

F. Entertainment

INFORMATION

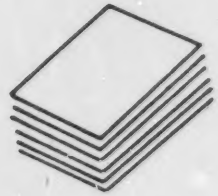
SYMBOLS FOR THE OFFICERS OF VOCCT

President

Vice President

Secretary

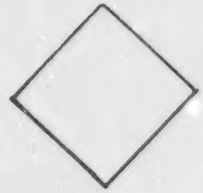
Treasurer



Reporter

Parlimentarian

Sergeant at Arms



Advisor

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UNIT VII

LEADERSHIP DEVELOPMENT

ACTIVITY SHEET 8--ROLE PLAYING OPENING AND CLOSING CEREMONIES

Directions: Divide students into groups of nine. Assign students the roles of officers. Provide the president with a gavel. Allow students to role play the opening and closing ceremonies, using the following scripts.

OPENING CEREMONY

The Sergeant-at-Arms should be stationed at the door before guests, members, and officers gather for the meeting so that the individual can properly identify those who can take part in the meeting and direct them to their proper seats. After the meeting starts, the Sergeant-at-Arms will close the door until after the opening ceremony is completed. When the opening ceremony is over, he/she may again open the door to let in latecomers and to take them to their proper seats.

President: (Raps twice with the gavel.) The meeting will come to order. Mr./Madam Sergeant-at-Arms, are the guests, members, and officers comfortably seated in their stations?

Sergeant-at-Arms: They are, Mr./Madam President.

President: The symbol of the President's office is the gavel. The gavel represents the principles of justice to all, courtesy to all, the right of the minority to be heard, and the obligation of our society to see that the rule of the majority is upheld.

The President's duty is to bring the members together to work as a team. Mr./Madam Vice-President, what is your symbol?

Vice-President: The symbol of my office is the Lone Star of Texas. Its five points represent the Home, the School, the Office, the Community, and the State of Texas. The duty of my office is to watch and guide activities in these institutions.

President: Mr./Madam Secretary, what is the symbol of your office?

Secretary: The Printing Drum is the symbol of my office. The history of man through the ages has been printed with the printing drum. It is my duty to record and print the minutes of our club for future members.

President: Mr./Madam Treasurer, what is the symbol of your office?

Treasurer: The Circle is the symbol of my office. The Treasurer's job of keeping financial records of the club has no beginning nor end.

President: Mr./Madam Reporter, what is the symbol of your office?

Reporter: Paper is the symbol of my office. Through the use of paper and a pen, it is the duty of my office to make the public more aware of our objectives, aims, and activities.

President: Mr./Madam Parliamentarian, what is the symbol of your office?

Parliamentarian: The Book is the symbol of my office. The book is a vital part of our emblem and represents the laws of patriotism and order. My duties require me to assist the president in being just and fair to all members, ensuring the American way of life.

President: Mr./Madam Sergeant-at-Arms, what is the symbol of your office?

Sergeant-at-Arms: The Torch is the symbol of my office. My duties are to admit persons to our meeting under the guiding light of the torch and the safe keeping of the equipment of our club.

President: Mr./Madam Advisor, what is the symbol of your office?

Advisor: The Diamond of our emblem is the symbol of my office. It represents the guidance that must be used to help members of Vocational Office Careers Clubs of Texas obtain knowledge, gain experience, and develop skills, so that they meet the needs of the office.

President: Mr./Madam Secretary will you introduce our guests and make a record of members present so that we may begin our work?

Secretary: (Asks members who have brought guests to introduce them to the group by rising, telling the guests' names, and telling the guests' occupations. The secretary records this information in the minutes and takes the roll of members present.)

Mr./Madam _____ will you introduce your guest?

President: We will repeat the Pledge of Allegiance.

(Rapping three times with the gavel, after which all members stand.)

Group in Unison: I pledge allegiance to the Flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

President: (Raps once with the gavel for all to be seated.)

Mr./Madam Secretary, will you read the minutes of our last meeting?

(The meeting now follows the regular order of business.)

CLOSING CEREMONY

When business of the meeting has been completed, or the time to adjourn has been set and arrived at, the president proceeds as below:

President: Mr./Madam Secretary, have you a record of any further business to come before the meeting at this time?

Secretary: (Rises and replies)

I have none, Mr./Madam President.

(Sits down)

President: Does any member know of any new or unfinished business which should come before this meeting?

(Pauses for an answer)

Because there is no further business to come before this meeting, we will prepare to adjourn. Since the rule is the basic instrument of our work, it is particularly fitting that we select the Golden Rule, "Do unto others as you would have them do unto you," to govern our lives. Let us speak our Pledge.

Group in Unison: Upon my honor, I will train myself through study and practice to become an honorable office worker. I will uphold the ideals of my vocation and the Vocational Office Careers Clubs of Texas.

President: I now declare this meeting adjourned.

(Raps once with the gavel)

UNIT VII

LEADERSHIP DEVELOPMENT

UNIT TEST--PART 1

A. Match the terms related to leadership with their definitions by placing the correct letter in the space at the left.

_____	1. Autocratic	a.	the strong belief and trust in oneself
_____	2. Confidence	b.	strong belief or trust in someone or something
_____	3. Democratic	c.	full of interest
_____	4. Enthusiastic	d.	the condition of being faithful
_____	5. Loyalty	e.	the belief that there is more good than bad in life
_____	6. Maturity	f.	having complete power over others
_____	7. Optimistic	g.	all the people involved in helping to make a decision
_____	8. Personality	h.	the ability that may be developed
_____	9. Potential	i.	the special qualities which make one different from others
_____	10. Self-confidence	j.	the condition of being fully developed

B. Choose the correct steps to becoming a good leader by answering T for True or F for False to each statement below.

_____ 1. Become a good follower.

_____ 2. Learn your strong and weak points.

_____ 3. Tell everyone about your strong points.

_____ 4. Associate with people who are not leaders and lead them.

_____ 5. Study the qualities of a leader.

_____ 6. Make plans to work toward becoming a leader.

_____ 7. Take part in the youth leadership program.

C. Point out the ways to demonstrate leadership potential by placing a "✓" in front of each listed below.

_____ 1. Be willing to assume responsibility.

_____ 2. Encourage others to do your work for you.

_____ 3. Take pride in doing a good job.

_____ 4. Be a good listener.

_____ 5. Judge people by your first thoughts.

_____ 6. Be fair.

_____ 7. Know that your responsibility is to let others share responsibility with you.

D. Select good leadership qualities by answering "yes" or "no" to each statement below.

_____ 1. Shows an ability to control others

_____ 2. Is honest and fair in all dealings

_____ 3. Shows enthusiasm

_____ 4. Knows when to "give up"

_____ 5. Gives criticism in a positive manner

_____ 6. Has a sense of humor

_____ 7. Is a good listener

_____ 8. Is disloyal

_____ 9. Assumes responsibility

_____ 10. Takes credit for work done by others

_____ 11. Is uncooperative with others

_____ 12. Is understanding

_____ 13. Makes individuals feel good about themselves and their work

E. Name the three leadership styles by writing the name in the correct blank below.

1. The leadership style in which one person possesses all of the power and makes all the decisions is the _____ style.

2. When a leader has very little control and allows members to "do their own thing," then the _____ _____ style of leadership is being used.

3. When all people involved help in decision making and the opinions of individuals are considered, the leadership style used is _____.

UNIT VII

LEADERSHIP DEVELOPMENT

UNIT TEST--PART 2

A. Select the correct purposes for VOCCT by placing a "✓" in the space at the left.

_____ 1. To develop a sense of individual responsibility

_____ 2. To develop a healthy respect for learning

_____ 3. To embarrass students in front of others

_____ 4. To get out of regular classroom studies

_____ 5. To develop motivation through competition

_____ 6. To create and nurture an understanding of our free, competitive enterprise system

_____ 7. To foster a deep respect for the dignity of work

_____ 8. To develop in the individual wholesome attitudes toward useful citizenship in school and community

_____ 9. To promote high standards of workmanship, scholarship, and business ethics

_____ 10. To unite in a common bond students in ODP and VEH classes in the various public schools in Texas

B. Write the VOCCT pledge

C. What are the colors of VOCCT?

D. Explain the meaning of the VOCCT motto: "Do unto others as you would have them do unto you."

E. Select the rules of the VOCCT code of ethics from the list by placing a "✓" in front of each correct statement.

_____ 1. Exercise proper respect for the rights of others.

_____ 2. Respect and obey the rules and policies of the school.

_____ 3. Dress in a manner that is not accepted by others.

_____ 4. Take an active part in all club work.

_____ 5. Uphold and practice the true meaning of the purposes.

_____ 6. Strive for better health of body and mind.

F. Match the symbols with what they represent by placing the correct letter in the space at the left.

_____	1. Diamond	a.	represents knowledge
_____	2. Star	b.	represents guidance
_____	3. Confluent circles	c.	represents the Lone Star State
_____	4. Right circle	d.	represents academic education
_____	5. Left circle	e.	represents duplication
_____	6. Torch	f.	represents the interaction between vocational and academic education

UNIT VII

LEADERSHIP DEVELOPMENT

UNIT TEST--PART 3

A. Fill in the blanks with the name of the officer who is responsible for the identified duty.

_____ 1. Assists the president in being just and fair

_____ 2. Receives and keeps chapter funds in a safe, businesslike manner

_____ 3. Assists the president and takes responsibility for committees

_____ 4. Takes care of all club publicity

_____ 5. Arranges meeting rooms and cares for chapter equipment

_____ 6. Assists members in obtaining knowledge, gaining experience, and developing skills so that they meet the needs of the office

_____ 7. Conducts meetings according to parliamentary procedures

_____ 8. Prepares and reads minutes of meetings

B. Point out the things that make a good meeting by placing a "√" in front of each correct statement.

_____ 1. Careful planning in advance

_____ 2. Starting and closing the meeting on time

_____ 3. Keeping the business meeting slow and dull

_____ 4. Trying a new order of business at each meeting

_____ 5. Using no parliamentary procedure so things will be discussed openly

_____ 6. Using the official opening and closing ceremonies

_____ 7. Displaying chapter and banners

_____ 8. Holding meetings in a comfortable place

_____ 9. Including well-prepared committee reports

_____ 10. Keeping most members from participating

_____ 11. Having business with <u>no</u> entertainment

C. Point out the correct order of business by numbering the following items 1 through 7.

_____ 1. Program (speakers)

_____ 2. Closing ceremony

_____ 3. Entertainment

_____ 4. Opening ceremonies

_____ 5. Special ceremonies

_____ 6. Reports

_____ 7. Business